

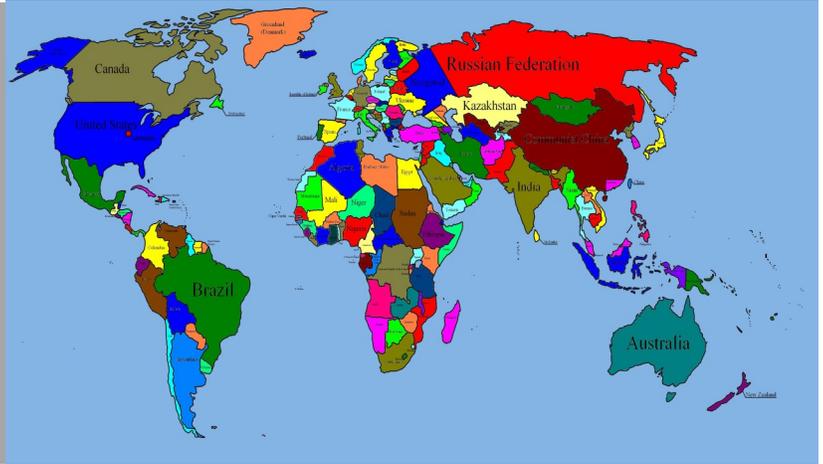
INS 152

Reentry from Study Abroad

Fall 2015

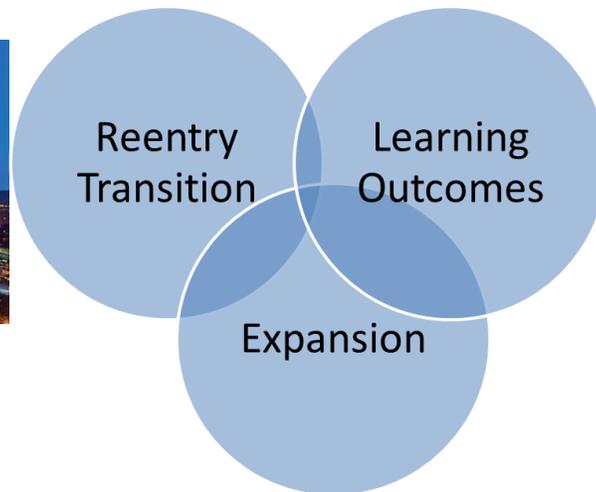
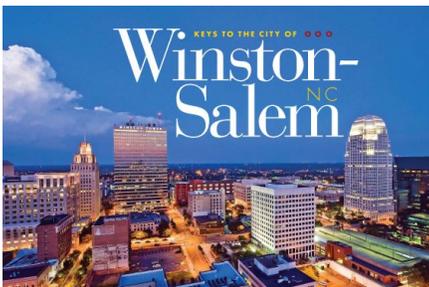


WAKE FOREST
UNIVERSITY



INS 152 is designed to facilitate your reentry from the study abroad experience, identify and deepen intercultural learning gained through study abroad, and apply that learning going forward.

Thus, you will focus on the matrix of reentry transition, learning outcomes, and expansion of the study abroad experience:



Goals of INS 152

1. Reflect upon and process reentry transition
2. Identify and articulate learning of abroad culture and home culture
3. Identify and articulate development of identity through abroad experience
4. Foster curiosity and action plans for continued intercultural learning
5. Foster ability to analyze cultural influences in a given context
6. Identify and communicate transferable skills from abroad experience to work and life at home.

Your Instructor

Andrew Smith

Email: smithac@wfu.edu

Office hours: _____

Course Requirements

Class Attendance and Participation/Pass-Fail assessment:

Attendance is required. Attendance means being present, being prepared, and contributing to class discussion. *Missing more than 2 classes will result in an automatic F for the course.*

To Pass:

*Complete 7 out of the 9 numbered assignments submitted to Sakai. Of the 7 assignments, you **must** complete assignment #7 (international student interview) and assignment #9 (final reflection paper)*

Completion of the IDI and ICC survey assessments (assignment #3) is also required to achieve a passing grade.

Please write the title of the assignment in the document name (e.g., Home and Away.doc)

Submit assignments in Site Drop Box in Sakai

You will be asked to edit or redo assignments that have deficits in content and/or quality —so do them well the first time

Accommodation —If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (336-758-5929), 117 Reynolda Hall.

Course at a glance

Date	Topic(s)	What's Due
Tues. August 25	My Amazing Memories Abroad	
Thursday, Aug. 27	Life at Home and Away	Assignment #1
Tues., September 1	My Cross-cultural Engagement Abroad	Assignment #2 Assignment # 3 (IDI and ICC) required, by Friday, Sept. 4
Thur., Sept. 3	Identity and the Abroad Experience	Assignment #4
Tues., Sept. 8	Articulating Your Experiences: Career Relevance part I	Assignment #5
Thurs., Sept. 10	Articulating Your Experiences: Career Relevance part II	Assignment #6
Tues., Sept. 15	Cultural Analysis part I	Read and take notes
Thur., Sept 17	Looking at your Intercultural Skillset	Read and take notes
Tues., September 22	Expanding Your Engagement: Internationals in Your Community	Assignment #7 –required
Thurs., September 24	Cultural Analysis part II	Read, then complete Assignment #8
Tues., September 29	Culture Through Media	Bring images to class
Thurs., October 1	Case Studies of Cross-cultural Interaction	Read
Tues., October 6	Summary Reflection	Assignment #9, final reflection paper —required
Thurs., October 8	Working abroad and summary Advice for study abroad students	

Schedule and topics

Tuesday, August 25: Introduction and syllabus; discuss the best and worst experiences of your study abroad experience; complete “My Amazing Memories Abroad” (in class).

Thursday, August 27: Life at Home and Away; Readjustment and Reverse Culture Shock
Read: Pages 15-17 and 20-23 from *The Art of Coming Home* by Craig Storti (in Sakai)

Assignment #1: Complete the “Home and Away” worksheet available in Sakai. Bring a copy to class, and upload your responses in Sakai.

Tuesday, September 1: My Cross-Cultural Engagement Abroad

Assignment # 2: Complete the “Interaction While Abroad Questions” available in Sakai; bring a copy to class and upload in Sakai.

Assignment #3: Complete the ICC and IDI assessments online by **Friday, Jan. 23** Instructions will be sent via email.

Thursday, Sept. 3: My Identity and the Abroad Experience

Watch Video clip: Is your personality affected by culture? Enter “Dr. David Matsumoto discusses culture and personality” in the search box on Youtube to access the video (<http://www.youtube.com/watch?v=T-ke3zyO8Q>) Video is about 7 minutes. Take notes and be prepared to summarize main points.

Assignment #4: Access the “My Identity Question Sheet” in Sakai. Write 1-2 pages in response, upload your writing in Sakai, and have a copy available to access in class.

Tuesday, Sept. 8: Articulating Your Experiences; Career Relevance Part I

Assignment #5: Watch the "Making Study Abroad Work for You" videos developed by the Office of Personal and Career Development, <http://www.screencast.com/t/j4hNoI2kTZS>. In addition, review the list of "Transferable Intercultural Skills" in Sakai. Choose any **four** skills on the list that you feel you have developed or improved while abroad, and, using the STAR formula discussed in the videos, write a paragraph or anecdote about each, in which you used or demonstrated that skill while abroad. Bring a copy to class and upload your responses to Sakai.

(Note: in-class resume handout)

Thursday, Sept. 10: Communicating Skills Through Resumes, Cover Letters; Career Relevance Part II

Assignment #6: Review the general resume and cover letter guidelines and samples at career.opcd.wfu.edu/write-a-resume-or-cover-letter. Then review the Study Abroad resume and cover letter examples provided to you in class on September 19. Using the DeaconSource, UCAN, Indeed.com, or Going Global job sites (<http://career.opcd.wfu.edu/find-a-full-time-job-2/find-a-full-time-job/>), locate a job or internship posting of interest to you. Read the description carefully, identifying the skills and qualities desired of applicants. Write a resume and cover letter, tailored to the job/internship. Bring the job description, resume, and cover letter to class and *upload in Sakai*. Also, bring your list of four skills developed or improved while abroad.

Last, take a quick look at behavioral interview questions at <http://career.opcd.wfu.edu/practice-for-an-interview/behavioral-interviews/>

Tuesday, Sept. 15: Cultural Analysis and Culture Beneath the Surface

Read: pages 18-25 of *Cultural Intelligence* (Brooks Peterson) in Sakai.

Read: David Matsumoto, *The New Japan* (2002) --Japanese culture is often described as collectivist. But how true is this? Read pp. 37-40 and 45-47 and 97-100

Read: How likely are children to do what their mom wants? This study compares Anglo-American children with Asian-American children. See pages 1-2 of the Pdf and charts on pages 5-6: Iyengar and Lepper (1999), "Rethinking the Value of Choice" *Journal of Personality and Social Psychology* Vol 76, No. 3, 349-366 (In Supplemental Readings in Sakai)

Optional Reading: "Beyond Sophisticated Stereotyping", Joyce Osland et al., pp. 65-69 and second half of page 71 through p.72

Be prepared to discuss the relevance of these readings to your experience abroad and to a scenario you will read in class.

Thursday, Sept. 17: What is Your Intercultural Skillset?

Read: p. 107-111 in *Maximizing Study Abroad* on the Developmental Model of Intercultural Sensitivity (DMIS)

Read: Trompenaars –the basis of difference –from *Riding the Waves of Culture* p. 8-14

Tuesday, Sept. 22 Expanding Your Engagement; Getting Involved Internationally On Campus

Assignment #7 (Required to pass): Access the “Interview Questions for Internationals” in Sakai, then do both A and B. Write a report of your interaction with A) and then list the items for B); upload both, in a single document, to Sakai; 2-3 pages, double-spaced

A) Locate an international student here at WFU (someone from your host country or from any other country); do this on your own, not in pairs. Meet with that person to discuss his/her experience in the US. *Follow the guide questions provided in Sakai.* Take detailed notes and be prepared to share in class. In your write up, *note what insights/learning you gained through doing this interview.*

B) Come up with as many original ideas as you can for ways in which Wake Forest could enhance the international/global aspect of life on campus. In addition, identify 3-5 ways that already exist for you to get involved “internationally” on campus and/or Winston-Salem, either meeting with or assisting international students or participating in a project focused on benefiting people in another country. Be prepared to share with other students and the class.

Thursday, Sept. 24: Your Own Cultural Analysis Using the DAE model

Read: “Beyond Sophisticated Stereotyping”, Joyce Osland et al., pp. 65-69 and second half of page 71 through p.72

Assignment #8: After reading the material by Osland, follow the DAE model and instructions available in Sakai, and write a 1-2 page Cultural Analysis paper –in addition to the Osland reading, you may want to consider other readings from this course, such as Matsumoto and Trompenaars, to inform your analysis. Upload your responses in Sakai and bring a copy to class.

Tuesday, Sept. 29: A) Observing Culture through Media

Identify 3-5 images in the media (TV, Internet, movies, billboards, etc.) that reflect some aspect of the host culture of your host country, preferably something you saw or experienced in person. Come prepared to share those images in class, either with your laptop or printed images.

NOTE: What’s a bad example of how to do this assignment? A photo of the Eiffel Tower – because this really doesn’t tell us much about French culture.

A better example would be a photo of men in Turkey sitting and drinking tea –it says something about a common cultural practice as well as gender norms.

Thursday, October 1: Case Studies of Cross-cultural Interaction

So how much do differences in culture really matter? After all, diverse peoples also share many similarities. We'll look at some case studies that relate to this question.

Read: pp. 142-150 in *Cultural Intelligence* (Brooks Peterson)

Read: Lustig & Koester, *Intercultural Competence*, pp. 109-112 on high-context/low-context cultural styles

Tuesday, Oct. 6: Reflection & Incorporating Life Abroad Back in the US

Assignment #9: (**NOTE: this assignment is required to pass the course**) Write a reflective essay, 2-3 pages in length, addressing as many of the following questions as possible:

What is one of the most important things you learned about your host culture? About American culture?

Many study abroad students state that their experience abroad was “transforming”. Is this the case with you? Explain why or why not; try to define the way(s) it was transforming if that is the case for you. (**Questions continue next page**)

Based on your study-abroad experience, what changed most about you? What changes did you resist? Is there anything you regret not doing (or doing) when you were abroad, and why?

What aspects of your host culture -- whether external practices or internal values, attitudes, or beliefs – have you been able to incorporate into your life in the US? Which do not seem amenable to life in the US, and why? Which do you miss? Have any of your goals and/or values changed? What plans do you have to increase your intercultural knowledge?

Upload your paper to Sakai and be prepared to share in class.

Thursday, Oct. 8: Advice for Future Study Abroad Students, Working Abroad,

In class you will write your advice for other students who plan to study abroad. We will also look at opportunities to expand your international experience from now into the future, including opportunities for further study or work abroad.