

INS 152 Section F, “Cross-Cultural Engagement and Re-entry” (1 credit hour)
Wake Forest University, Spring Semester 2014

Location: 310 Greene Hall, TR, 3:30 – 4:20 pm (first half of the semester)
Instructor: Steven Duke (dukest@wfu.edu)
Office: 6B Reynolda Hall, Phone: 336-758-5939
Office hours: TR 11:00 – 12:00 or by appointment

INS 152 is the third course in the Cross-Cultural Engagement course series. The objective of this course is to facilitate re-entry after a study abroad experience, to identify intercultural competency and cultural learning gained through the study-abroad experience, and to extend and apply that learning in new situations both at present and looking toward the future.

Class Attendance and Participation

Attendance is required. Attendance means being present, being prepared, and contributing to class discussion. This course is graded Pass/Fail.

- * Missing more than 3 classes will result in an automatic F for the course. This includes any classes missed due to adding the course after the start date.
- * To pass, you must complete 11 of the 12 assignments. You will be asked to edit or redo assignments that have deficits in content and/or quality, so do them well the first time
- * Completion of the Final Reflection paper (assignment #11) is required to achieve a passing grade.
- * Completion of the IDI and ICC assessments is also required to achieve a passing grade.

Assignments: Please **label** your assignment submissions with the title of the assignment, **not** just with a number, before uploading them in Sakai. For example, for Assignment #1 your document title should be “Top Ten Challenges”. This makes it easier for me to keep track of your work.

Texts: We will read selections from the following:

- Brooks Peterson, *Cultural Intelligence*. Intercultural Press, 2004.
- Craig Storti, *The Art of Coming Home*. Intercultural Press, 2003 (chapters 1 and 2)

Schedule and topics

Tuesday January 14: Introduction; review syllabus; discuss the best and worst experiences of your study abroad experience; complete “My Amazing Memories Abroad” (in class).

Thursday, Jan. 16: 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: Read “Top Ten Challenges” document in Sakai; then choose any **two** of these challenges and write a paragraph or two for each, describing how this challenge has applied to you since returning to the US (use examples to help explain). Submit under the document title “Top Ten Challenges” –upload your paragraphs to Sakai, and also bring a copy to class.

Tuesday, Jan. 21: Here and There: Life at Home and Away

Optional Reading: Robert V. Levine, “The Pace of Life in 31 Countries” (1999) –Do people actually walk and work at different speeds in different countries, or is that just a false perception? Read this article (go to Supplemental Readings folder in Sakai, under Resources) to find out!

Assignment # 2: Complete the “Home and Away” worksheet available in Sakai. Bring a copy to class, and upload your responses in Sakai. Also, you may bring a souvenir or photo from your time abroad to class to share (but not required).

Assignment #3: Complete the ICC and IDI assessments online by **Tuesday, Jan. 21**. Instructions will be sent via email.

Thursday, Jan. 23: My Identity After Being Abroad

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.

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, Jan. 28: What is Intercultural Competence?

Read: British Council research on Intercultural skills in workplace; Mitch Hammer article

Thursday, Jan. 30: Culture, Conflict, and Intercultural Challenges

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

Read: Weaver, “Contrast Culture Continuum” pdf on Sakai.

Assignment #5: Choose **three terms/aspects** from the chart on pp. 75-76 in the Weaver reading, and for each, describe an incident or interaction you experienced when abroad in which the aspect played (or may have played) a role. Post to Sakai and bring a copy to class.

Tuesday Feb. 4: Culture Beneath the Surface; Culture in the Workplace

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

Read: Margaret Pusch, “The Interculturally Competent Global Leader” in Sakai

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

Thursday Feb. 6 – no class, WISE conference

Tuesday, Feb. 11: 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 #6: **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, Weaver, and Trompenaars, to inform your analysis. Upload your responses in Sakai and bring a copy to class.

Thursday, Feb. 13: Articulating Your Experiences; Career Relevance

Assignment #7: 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)

Tuesday, Feb. 18: Communicating Skills Through Resumes, Cover Letters, and Interviews;

Assignment #8: 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/>

Thursday, Feb. 20 Getting Involved Internationally On Campus

Assignment #9: **Do both A and B**, and write a report of your interaction with A) and then list the items for B); upload both, in a single document, to Sakai

A) Locate an international student (someone from your host country or from any other country); meet with that person to discuss his/her experience in the US. Ask them about their views of US culture and how it contrasts with their home culture as well as similarities they see. Take notes and be prepared to share in class.

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, 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.

Tuesday, Feb. 25: 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, Feb. 27: Verbal and non-Verbal Communication Styles

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

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

Read: p.125-127 in *Maximizing Study Abroad*

Assignment #10: After reading the three selections above, think of one experience you had while abroad that exemplifies any of the communication styles from the Peterson reading or that illustrates an example of high-context versus low-context culture. Write one or two paragraphs describing your experience and the aspect of communication/culture, and upload to Sakai; be prepared to share in class.

Tuesday, March 4: Reflection & Incorporating Life Abroad Back in the US

Assignment #11: (**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? 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 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.

Assignment #12: Take the ICC assessment online. Instructions will be sent via email.

Thursday, March 6: Advice for Future Study Abroad Students, Making a difference for others
Read: p. 107-111 in *Maximizing Study Abroad* on the Developmental Model of Intercultural Sensitivity (DMIS)

Read: “Global Dexterity” book review by Martin Tillman

In class you will write your advice for other students who plan to study abroad. We will also look at what it means to be interculturally competent and look at ways to expand your international experience.

Speak to INS 150 classes: Finally, each student is asked to come speak to one or more of the INS 150 classes later in the semester, to talk about your study abroad experience and give advice and answer questions.