



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

Global Identity: Connecting Your International Experience to Your Future

Course Details

Course Designator and Number: FOST 3332

Number of Credits: 1

Language of Instruction: English

Contact Hours: 15

Instructor of Record: Dr. Christine Anderson

Course Description

Studying abroad can be a transformative experience that has the power to challenge your thinking and your perspective on the world. This course is designed to help you develop your own cultural identity. Students will reflect on their impressions of their host-country compared to the U.S. These reflections include examining their own values, how they were developed, and why. This course examines the ethical aspects of what it means to live in another country that is guided by a set of norms and values distinct from the U.S.. Students use a comparative framework to analyze major fallacies around predominant representations of culture in order to understand that a country's culture is made up of many identities, and to better grasp who has power and privilege within these societal structures. The intercultural knowledge gained in this class is leveraged to prepare students to communicate the skills and strengths that employers/grad school admissions committees value in a globalized world.

Course Objectives

1. Consider ethical issues around identity, power and privilege.
2. Support the learning of your own identity and intercultural knowledge.
3. Gain knowledge of intercultural literature, models, frameworks, theories, and concepts used in intercultural development and training.
4. Provide individual feedback to you as a learner to help promote deeper understanding of your experiences in the host culture.
5. Understand the value of the intercultural skill set you acquire overseas.
6. Prepare you to market your strengths and skills to future employers or graduate and professional school.
7. Promote reflection on how you can integrate your new perspective(s) and skill sets into life back home.

Methodology

Since this course is designed to be flexible to accommodate study abroad students, it will be offered online 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 via Canvas.

This course is a building process that is highly dependent on your willingness to reflect on your experience and describe the intercultural skills you are developing to market this experience upon return. Due to the online nature of this course, reading, referencing, and using the literature to guide your analysis is key for success in the course. You will have a total of five assignments. Part of intercultural learning is recognizing one's own and others' values and behaviors, how they impact a situation, and developing the skills for respectful and effective cross-cultural experiences. Pedagogically, each assignment builds on the previous assignment in some way. Descriptions of each assignment are explained in detail later on in this syllabus.

Intercultural studies and intercultural communications are both interdisciplinary fields that draw from anthropology, sociology, psychology, communications, and linguistics. As you begin the readings, you may find that some aspects of the texts seem like common sense. That's what's fascinating about intercultural learning: There are always 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 to the course content for use in the future.

Workload Expectations

The University of Minnesota expects that for each credit, you will spend a minimum of three hours per week on the following activities: attending class or engaging in a similar online activity, reading, studying, completing assignments, etc. over the course of a 15-week term (or the equivalent for a condensed summer term). Thus, this course requires approximately 45 hours of total effort spread over the course of the term in order to earn an average grade. This course is entirely online, but incorporates analysis and reflection on your experiences living and studying outside of the United States, guided by the theories and concepts provided by the course literature, recorded lecture, and instructor feedback. Therefore, your time will be spent interacting with online learning modules, reading online articles, and completing assigned coursework via the Canvas course site.

Liberal Education Statement

Theme Courses: Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- Thinking ethically about important challenges facing our society and world
- Reflecting on the shared sense of responsibility required to build and maintain community
- Connecting knowledge and practice
- Fostering a stronger sense of our roles as historical agents

Common Liberal Education Theme Criteria

Thinking ethically about important challenges facing our society and world:

This course examines the ethical aspects of what it means to live in another country that is guided by a set of norms and values distinct from the U.S. Students use a comparative framework to analyze major fallacies around predominant representations of culture in order to understand that a country's culture is made up of many identities, and to better grasp who has power and privilege within these societal structures and why. This is accomplished through discussion with people in their host-country, readings, research, and essay writing.

Reflecting on the shared sense of responsibility required to build and maintain community:

Students will reflect through essay writing, on their impressions of their host-country compared to the U.S. These reflections include interrogating their own values, how they were developed and why. The idea of shared responsibility is also present in the final reflection students write on possible changes they will make in their own lives after studying abroad, and experiencing firsthand how societies and communities differ across the globe.

Connecting knowledge and practice:

Students research on the country's norms, culture, history, and skills necessary to successfully navigate living and studying in a country outside of the US. Students will directly use the

knowledge gained in class readings, activities, and their own reflections to become more effective global citizens.

Fostering a stronger sense of our roles as historical agents:

In this course, we examine how culture was created, and how stereotypes can generate a dialogue that fails to encompass individual uniqueness. They consider how their cultural identity is impacted by living in another country. It may be the first time a student has felt what it means to be the “other”. Conversely, for some students it may be the first time they feel they are more of the mainstream. All students are faced with what it means to be a U.S. American outside of the U.S. and experience how they are perceived as American’s through their host-country lens, perhaps for the first time. Through this, students are better able to place themselves in a global context and see themselves as historical agents and understand how their actions may affect the future.

Global Perspectives Theme objectives and criteria:

“Undergraduates must develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. The Global Perspectives Theme assures that graduates from the University have had at least one significant academic exposure to the world beyond US borders, and the opportunity to consider the implications of this knowledge for the international community and their own lives.

“Courses in many disciplines and interdisciplinary areas may be suitable for the Global Perspectives Theme, and efforts should be made to assure that all world regions are represented among courses meeting this requirement. Topics addressed in a Global Perspectives Theme course might include (but are not limited to) contemporary popular culture; nationalism; globalization; human rights; comparative politics, economics, or cultures; historical studies; different modes of material and political life; regional, ethnic, or religious conflict; artistic and literary responses to colonialism or the colonial legacy, and the role of governments, corporations, or international organizations. Through concentrated study of a particular country, culture, or region, through in-depth focus on a particular global issue with reference to two or more parts of the world, or through the study of global affairs by a comparative method, students may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understanding our world.” UMN CLA:

<http://asr.umn.edu/liberal-education-course-proposal-guidelines/global-perspectives-theme-proposals>

Meeting the Global Perspectives Theme

- The course, most or all of the material covered in the course, the activities, and the student experience abroad focus on living outside the United States. The course content uses current events, interactions with locals with distinct identities, guided, self-exploration, along with theories and concepts, to learn about many aspects of their

host-country and how that compares with U.S. history, economic situation, and society. They are asked to reflect on what they learn and translate that into the context and perception of their own lifestyle and culture.

- The course either (1) focuses in depth upon a particular country, culture, or region or some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or regions. This course focuses in depth on the student's host-country culture, the values that create it, and examines their own place within it. They interrogate fallacies around cultural composition and how this manifests power and privilege structures within the country.
- Students discuss and reflect on the ethical implications of issues raised by the course material for the international community, the US, and/or for their own lives: A core aspect of the learning in this course involves readings, discussions with local people, and individual reflections about value systems and national narratives, and how these systems impact who has power and privilege within the society.
- It also examines the ethics of how identity impacts the national, international community, the US, and each of us personally. The class includes readings, activities, and reflections about these topics and delves into the deeply personal nature and global importance of understanding our own culture, that of others, and the web of identities within cultures that is often glossed over within a national narrative.

Readings/Materials

You can access the course readings through the University of Minnesota's library by clicking on the Library Course Materials page within the Canvas course site.

Note: Please remember that due to copyright laws the readings posted in the e-reserve system are strictly for those enrolled in FOST 3332. 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).

Required Readings

- Adichie, C. N. (2009, July). *The Danger of a Single Story* [Video]. TED. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?!language=en
- Bennett, M. J. (1998). Intercultural communication: A current perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1–34). Yarmouth, ME: Intercultural Press.
- Chun & Evans. (2016). Deconstructing culture. *Rethinking Cultural Competence in Higher Education*. (pp. 32-49).
- Farrigua, C. & Sanger, J. (2017). *Gaining an employment edge*. Institute of International Education (IIE).

- Gupta, S. R. (2009). Beyond borders: Leading in today's multicultural world. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 145–158). Thousand Oaks, CA: SAGE Publications.
- Kurtzman, R. (2022). Set Yourself Apart and Land Your Dream Job. *Like a Fish in Water: How to Grow Abroad When you Go Abroad* (278-294). Austin: Lioncrest Publishing.
- Learning Abroad Center. (2017, December 11). *Employability Benefits of Learning Abroad* [Video file]. Retrieved from https://www.youtube.com/watch?v=FeyJZScsh38&feature=emb_logo
- Lustig, M. W., & Koester, J. (2006). Cultural patterns and communication: Taxonomies. In M. W. Lustig & J. Koester (Eds.), *Intercultural competence: Interpersonal communication across cultures* (5th ed, pp. 109–135). Boston, MA: Pearson (Allyn & Bacon).
- Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 1–19). Yarmouth, ME: Intercultural Press.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed.). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Storti, C. (2003). The stages of reentry. In C. Storti (Ed.), *The art of coming home* (pp. 45–65). Intercultural Press.
- Ting-Toomey, S. (1999). Value orientations and intercultural encounters. In S. Ting-Toomey (Ed.), *Communicating across cultures* (pp. 57–83). New York, NY: Guilford Press.
- Wendt, J. (1984). DIE: A way to improve communication. *Communication Education*, 33, 398-401.
- Zemach-Bersin, T. (2008). American students abroad can't be "global citizens." *Chronicle of Higher Education*, 54(26), A34.

Optional Readings

- Houston, J. (2015, April 3). Why the future of American intellectualism depends on study abroad. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/jordan-houston/why-the-future-of-america_b_6994426.html
- Learning Abroad Center. (2014, February 23) *ReEntry 101 - HD* [Video File]. Retrieved from <https://www.youtube.com/watch?v=fh7M5x4QDpE>
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for keeping a journal. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 119–123). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Unit 1	20%
Unit 2	20%
Unit 3	20%
Unit 4	20%
Unit 5	20%
Total	100%

Assessment Details

Due dates will be set by your TA according to when you arrive in country. Please check the due dates on the Canvas course site for your program's deadlines.

Reading is a key part of the course to help you process your experience and introduce you to language and concepts that will help you explain your own intercultural development. There are 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 uploaded in an online portfolio). In each of the five assignments, discuss and cite the concepts or theories from at least two of the readings that were most relevant to you. Cite your sources using APA format.

Global Identity 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 A–F basis, and will conform to established University of Minnesota procedures.

- This course is only available under the A–F grade base.
- All assignments must be turned in to receive a final passing grade for the course.

- All assignments must be handed in on-time unless prior arrangements have been made with the course instructor.
- A student can redo one assignment once per term, and the original assignment must have been turned in by the due date. Students will not have the option to redo a late assignment. Students must notify their TA within 2 days of receiving their grade for the assignment.
- Late assignments will automatically lose four points if 1–3 days late, six points if 4–7 days late, ten points if 8–10 days late, and fifteen points if 11–14 days late.
- Any assignment turned in more than two weeks late will result in 0 points for that assignment. However, even though it will result in a 0 for that particular assignment, you will still be required to submit the assignment. Failure to turn in all assignments will result in an automatic “F” for the course.
- If you know that an assignment will be late, contact your TA as soon as possible prior to the due date. It will be up to them whether or not an extension is granted.

Rubric for Written Assignments

Criteria	Ratings			Points Possible
	Full Points	Partial Points	No Points	
Analysis: Incorporation of Readings	Paper incorporates student's own experiences with the theories and concepts presented in the readings. Strong depth of reflection. Includes references from two or more of the readings.	Limited connection between student experience and theory. Limited reflection. Includes a reference from one of the readings.	No reflection and no connection between student experience and theory. No reference to the readings.	8
Content: Response to Prompts	Paper addresses all questions presented in the assignment.	Paper only addresses some questions presented in the assignment or addresses themes irrelevant to the assignment.	Paper does not address the questions presented in the assignment.	5
Citation	Paper includes appropriate citations in APA format from at least 2 readings in the unit.	Paper includes appropriate citations in APA format from one reading in the unit or more than one incorrect citation from the readings.	Paper does not include any citations from the readings for the unit.	5
Grammar	The paper is well edited (spelling and grammar are accurate) and well organized (lead sentence, body, conclusion). Meets the minimum word requirement	Paper is not well edited. Meets the minimum word requirement presented in the syllabus.	Poorly edited or not edited at all (numerous spelling and grammatical mistakes). Does not meet the word requirement.	2

	presented in the syllabus.			
NOTE: Papers not submitted within two weeks of due date will result in an automatic F for that assignment.				

Extra Credit Opportunity

One unique aspect of this course is that you will receive individualized feedback from your instructor on each of the 5 assignments you complete. Reading and considering the suggestions, perspective-shifting and questions from them is a way to actively participate in your own learning process. Responding to their feedback is one way to demonstrate this participation.

When your instructor grades your essay, they will email you your grade and feedback (or prompt you to review their feedback in Canvas). Within this feedback, they will pose questions or prompts, based on what you wrote in your essay. If you have earned less than full points on your assignment, you may take advantage of the extra credit opportunity by responding to one of those feedback prompts via email. If you do this for each assignment you can earn five extra credit points total.

Please note:

- If you have received full points on an assignment, the extra credit option will not be offered for that assignment.
- It is entirely optional and you may choose which prompts you will respond to.
- Your response needs to be four sentences or longer.
- Responses must be received prior to the due date of the next assignment.
- You cannot receive all five points by doing this at the end of the course.
- Five points could elevate your final grade.

Course Content

Unit 1

Introductions, Goals, Values, & Career Skills

- **Required Readings & Video:**
 - Adichie, C. N. (2009, July). *The Danger of a Single Story* [Video]. TED. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

- Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 1–19). Yarmouth, ME: Intercultural Press.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Becoming familiar with culture: The iceberg analogy. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 46–55). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Understanding the ways cultures can differ in values. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 63–75). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

- **Optional Readings:**
 - Houston, J. (2015, April 3). Why the future of American intellectualism depends on study abroad. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/jordan-houston/why-the-future-of-america_b_6994426.html
 - Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for keeping a journal. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 119–123). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

- **Assignment 1: Introductions, Goal, Values, & Career Skills**
****Due before you leave****
 Write an essay that introduces yourself and respond to the four prompts below (we will return to this at the end of the course). (At least 500 words)
 Address the following in this first assignment:
 - **Introduce yourself:** Home institution, major, living situation (host family, dormitory with other international students, dormitory with local students, other), study (where you will be taking classes—in a local university, a center for international students, etc.), type of internship (if applicable), what you are most excited about in your host country, and any other information you want to share
 - **Goals:** Name 2–3 concrete, SMART goals you hope to accomplish by the end of your international experience. Why is each of these goals important to you?
 Here are a few ideas to get you started:
 - Your goals for interacting with, and adapting to, your host culture
 - Your goals for your academic performance
 - Your goals for your personal growth during your time overseas

- Your goals for your professional growth as it relates to your study abroad experience
- **Values:** Think about your home environment and the people you lived/grew up with. How did these people and places influence your cultural values, shared beliefs, norms, and customs? What are some of your deeply held values?
- **Identity:** Watch the video and respond to the following prompts. What part of the video impacted you the most? Please cite this section with a timestamp (for example, 2:30). What single stories do you think people in your host-country may believe about you? What single stories were you exposed to growing up about your host culture? Where do you think these stories came from? What are the consequences of only having a single story about yourself or someone else? What strategies could you implement to interrupt/reject these single stories about yourself and people from your host-country while you're abroad?
- **Career:** Identify three of the skills below that you hope to improve upon while abroad. How do you think your international experience will facilitate growth in these skills? Choose skills from the 2023 NACE (National Association of Colleges and Employers) survey listing the top attributes that US employers seek on college students' resumes.

Remember to incorporate the readings into your essay!

Unit 2

Frameshifting: Ethnocentrism to Ethnorelativism

- **Required Readings**

- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Adjusting. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 91–106). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for developing intercultural competence. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 107–111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for making cultural inferences to enhance your culture learning. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 113–117). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

- Ting-Toomey, S. (1999). Value orientations and intercultural encounters. In S. Ting-Toomey (Ed.), *Communicating across cultures* (pp. 57–83). New York, NY: Guilford Press.
- Wendt, J. (1984). DIE: A way to improve communication. *Communication Education*, 33, 398-401.

- **Assignment 2: Frameshifting: Ethnocentrism to Ethnorelativism**

This 3-part module explores many intercultural competence concepts and provides an opportunity to put them into practice. The beginning of any intercultural experience is rich with encounters of difference: navigating transportation, getting over jet lag while meeting many new people, and realizing that your new home is quite different in many ways.

- 1) In your first paragraph for this assignment, recall and describe a time in the beginning of your program where you encountered something new or different from home.

It could be a positive or negative experience, and one where you were surprised, disgusted, embarrassed, anxious, joyful, angry, flustered, irritated, thrilled or delighted.

Using the DIE framework, write about the intercultural encounter and answer all of the questions below:

D: What happened? What did you see, hear, or observe?

I: How did you interpret it or “make sense” of what happened to you at the time?

E: How did you react or feel about what happened in the moment?

- 2) Answer the following questions your second paragraph:

1. How do you define ethnocentrism and ethnorelativism in your own words?
2. As you reflect back on the early intercultural encounter you analyzed using the DIE model in the previous section, was your thought process at the time ethnocentric or ethnorelative?
3. Did you make a quick assumption or did you remain curious or confused? Keep in mind it is very common for students to have an ethnocentric mindset at the beginning of a study abroad experience.
4. Did you take any actions after your intercultural encounter?

- 3) In a final paragraph, write about your inference process:

1. After you made your initial inferences and wrote about them in the DIE section, did you form any additional hypotheses? What were they? What was the “why”?

2. Did you have conversations with anyone to test your hypotheses, gain insights, or hear other perspectives? If yes, what kinds of questions did you ask and what did you learn? If no, why not?
3. How did you notice your perspective shift after reflecting on it further or discussing it with others?
4. How are you going to actively consider multiple perspectives when you encounter differences going forward?

Unit 3

Deeper than the Dominant: The multiple identities within culture

- **Required Readings**

- Bennett, M. J. (1998). Intercultural communication: A current perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1–34). Yarmouth, ME: Intercultural Press.
- Chun, E., & Evans, A. (2016). Rethinking cultural competence in higher education: An ecological framework for student development. *ASHE higher education report* (Volume 42, Issue 4)(pp.32-49).
- Lustig, M.W. & Koester, J. (2006). Cultural patterns and communication: Taxonomies. In M.W. Lustig & J. Koester (Eds.), *Intercultural competence: Interpersonal communication across cultures* (pp. 109-135).

- **Assignment 3: Deeper than the Dominant: The multiple identities within culture**

Module three's readings include more traditional interculturalists such as Bennett and Lustig, and an article by Chun and Evans, critiquing the more conventional theorists. As you read these articles, consider if you see relevance in both theories. Do they inform each other or is one better than the other for understanding culture?

1. Listen to the lecture on Unit 3.
2. Read Deconstructing Cultural Competence (in addition to the Bennett and Lustig articles). You will use the fallacies listed in the "Rethinking Culture" section of this article to analyze your interviews.
3. Interview two people from your host country with different identities. This could include: immigrant status, gender, age, race, ethnicity, religion, social-economic status, sexual orientation, political views, etc. Ask them the following questions:
 - What does it mean to be (Italian, Japanese, Senegalese, etc)?
 - Do they believe all people within your host country have equal status and access to power and privilege? Why or why not?

- Do they feel they are part of the dominant culture in your host-country? How or how not?
- 4. Reflect on whether you believe you are a part of the dominant culture or the minority culture within the US. Now write about whether you believe your identity or status is the same or shifted within your host culture and why. What societal factors have impacted any shifts? Include this reflection in your essay.
- 5. Write an essay of at least 750 words about the interviewees and yourself, referencing two fallacies discussed in the Chun and Evans “Deconstructing Cultural Competence” reading. Incorporate a critique of how these fallacies either were or were not apparent in your interviewees’ responses. Consider how these individuals’ identities have influenced their viewpoints and perceptions on what it means to be part of your host country’s society, including their views on power and privilege. Did your narrative or perspective of their identity change throughout the interview? Why or why not?

Remember to incorporate the readings into your analysis! (At least 750 words)

Unit 4

Study Abroad & Your Competitive Advantage

- **Required Readings & Video**
 - Gupta, S. R. (2009). Beyond borders: Leading in today’s multicultural world. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 145–158). Thousand Oaks, CA: SAGE Publications.
 - Farrugia, C., & Sanger, J. (2017). *Gaining an employment edge: The impact of study abroad on 21st century skills & career prospects in the United States*. (pp. 12-14). Institute of International Education (IIE).
<https://www.iie.org:443/en/Research-and-Insights/Publications/Gaining-an-Employment-Edge---The-Impact-of-Study-Abroad>
 - Learning Abroad Center. (2017, December 11). *Employability Benefits of Learning Abroad* [Video file]. Retrieved from
https://www.youtube.com/watch?v=FeyJZScsh38&feature=emb_logo
- **Assignment 4: Study Abroad & your competitive advantage**

Start to think about the skills and life experiences that are highly regarded in the field you would like to enter as a professional and consider a position you would like to be offered in the future. In this assignment you will make the link between the ways you have demonstrated these skills *during your time abroad* and what future

employers in your field look for in candidates. This will help you to distill a personal scenario into professional language while incorporating the intercultural knowledge you have gained. This assignment has two parts as outlined below.

Pick a question from the options below and think of a scenario or events from this term abroad that demonstrate the skills the employer is looking for.

Explain how what you learned from these experiences would make you an ideal candidate. You can refer back to Module 1 to review the jobs skills cultivated through an international experience that employers view as beneficial. Scenarios involving travel planning/logistics and trips with friends (coordinating planes, trains, buses, etc.) should not be used for this assignment. If you choose to highlight a class project, make sure you describe what is unique about it in terms of navigating cultural differences.

- Tell me about a time when you had to lead and motivate others on a project, team, or event. What strategies did you use to make this happen?
- Tell me about a project or challenge that didn't go well and how you handled it.
- Tell me about a situation in which you had to collaborate with several people to achieve a goal.
- Tell me about a time when you encountered a conflict with another person.
- Describe a time in which you had to handle multiple deadlines and manage priorities. What is your strategy for staying organized? (Go beyond the use of a google calendar in this example.)
- Give me an example of a time when you had to be an active problem solver. What did you do to bring the situation to a satisfactory resolution?

Then, write a paragraph, using the STAR technique to structure your written piece:

1. What was the Situation or setting?
2. What specific Task or problem had to be addressed?
3. What specific Actions did you take?
4. What was the Result or outcome?

Finally, pretend that you are in a virtual interview and now you are answering your sample interview question, using the written statement you have done as practice for this second part of the assignment.

Make a 3-minute video of yourself answering the question and conclude with a statement like "therefore I am an excellent candidate for the position of [insert your desired professional position]." Remember, this is all practice for you. Try to not read your written statement word for word because you would not do this in a real interview.

Unit 5

Beyond “It Was Awesome”: Preparing for re-entry

- **Required Readings**

- Kurtzman, R. (2022). Set Yourself Apart and Land Your Dream Job. *Like a Fish in Water: How to Grow Abroad When you Go Abroad* (278-294). Austin: Lioncrest Publishing.
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Preparing to return home. In *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (2nd ed., pp. 143–156). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Storti, C. (2003). The stages of reentry. In C. Storti (Ed.), *The art of coming home* (pp. 45–65). Boston, MA: Intercultural Press.
- Zemach-Bersin, T. (2008). American students abroad can't be “global citizens.” *Chronicle of Higher Education*, 54(26), A34.

- **Optional Material**

- Optional video on re-entry: <https://www.youtube.com/watch?v=fh7M5x4QDpE>
Retrieved on July 20, 2015, from YouTube

- **Assignment 5: Beyond “It Was Awesome”: Preparing for re-entry**

For this assignment, reflect on some of the thoughts, ideas, and feelings you identified before you even went abroad (see your Pre-departure Assignment). If you are staying for the academic year, take time to reflect on what you've accomplished this semester. Write an essay (**at least 800 words**) that addresses the following:

- **Goals:** What were your goals from the first assignment? Did they shift as a result of your exposure to a new culture? Did you accomplish them (why or why not)?
- **Values:** In what ways have your values been challenged or changed while you've been abroad? When you think about returning to the community that has shaped your values, how do you see yourself reintegrating into that community? What important life lessons have you learned that you want to hold onto?
- **Identity:** In what ways have the single stories you had of your host country changed? What strategies did you implement to interrupt/reject these stories while abroad? What are some new narratives that you hold about your host country? How will you challenge the “single story narratives” you encounter in the future?
- **Career:** Were you successful in improving upon the three skills you highlighted in the first assignment? If so, how? If not, why not?

- **Re-entry:** Many say that re-entry shock is more challenging than initial culture shock. What are some things you might do to make the transition easier?
- **Personal growth:** What are you most proud of accomplishing that you didn't expect?

Remember to incorporate the readings into your essay!

As Professor Michael Paige writes in *Preparing to Return Home* (Paige, Cohen, Kappler, Chi, & Lassegard, 2006, p. 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.

Course Logistics

Course Logistics

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, 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 complete the class readings, take time to reflect on what you are reading and connect it to your study abroad experience, and submit well-edited assignments in a timely manner. All citations should be made using the APA style—see reference after bibliography.

Resources & Assistance

We all come into the classroom with varying learning styles. Our brains work in different ways in terms of processing, storing, and integrating information through written assignments. Below are some 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.

APA Style Guidelines for Citing Sources

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

A comprehensive guide for using the APA style for citations.

Center for Writing (online services available)

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

227 Lind Hall; 612.626.7579

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

Disability Resource Center

<https://disability.umn.edu/>

McNamara Alumni Center, East Bank; 612.626.1333

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

Student Counseling Services

<https://counseling.umn.edu>

109 Eddy Hall, East Bank; 612.624.3323

Multicultural Center for Academic Excellence

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

Minneapolis: Klaeber Court, East Bank; 612.624.6386. St. Paul: 195 McNeal Hall; 612.626.3787.

Deadline for Dropping the Course

The timeline for drop periods is the same for summer term and semester programs. It is calculated based on your program start date, not the UMN drop/add calendar for on campus courses. You will have two weeks (14 calendar days) from your official program start date to request that the Global Identity course be dropped to avoid a "W" on your University of Minnesota transcript.

- If you submit your drop request between weeks 3 and 10 of your summer or semester program, the course will appear as a "W" on your transcript.
- If you submit your drop request after week 10 of your semester program (or after 26 calendar days from the program start date of your summer program), you will not be allowed to withdraw, and you will receive the grade that you have earned for the course (A-F).

To drop the course, you must submit the Global Identity Course Drop Form, located on the checklist of your online application portal.

Review the Learning Abroad Center's Academic Policies website:

UMabroad.umn.edu/students/policies/academic-policies for more details.

Course Fee

In accordance with the Learning Abroad Center's Cancellation and Refund Policy, if you were charged a fee, you will receive a full refund for the course if you drop within one week of your program start date. You will not receive a refund if you drop the course more than one week after your program start date.

Online Course Communication Methods

The following methods of communication may be used in this course:

Announcements - Periodically, you may receive a course announcement in Canvas. If you have any questions regarding an announcement, feel free to respond to it, replies will allow the whole class to benefit from clarification. [Set up notification preferences to receive course announcements by email \(Links to an external site.\)](#). For more private matters, you may email individually.

Introductions - A discussion for introducing yourself to the instructor and the other students in the class may be provided. Please complete this activity in a timely manner - additionally, you may want to [update your profile in the system \(Links to an external site.\)](#).

The University-assigned student email account is the University's official means of communication with all students. Students are responsible for all official information sent to their University-assigned email account. If a student chooses to forward messages to another account, the student is still responsible for all information, including attachments. <https://policy.umn.edu/education/email>

Learn About Canvas

Learn more about how to use Canvas by watching the following videos.

- [Canvas Overview](#)
- [Update Your ProfileUpdate Your Notification Preferences](#)
- [Communicate with Your Instructor and Peers](#)
- [Participate in Discussions](#)
- [Keep Track of Assignments Due](#)
 - Guide: [Add the Canvas Calendar to Your Google Calendar](#)
- [Submit Your Assignments](#)
- [Participate in a Group](#)
- [Check Your Grades](#)
 - [View Assignment Feedback from Your Instructor](#)
- [Canvas Student App](#)

You can also learn more about the features of the Canvas learning management system by reading their guide for students. [Find it here](#)

UofM Technology Support

- [Online Tech Help](#)
- [In-Person Tech Help](#)

Additional UofM Resources

- [Educational Policies](#)
- [Smart Learning Commons](#)
- [Student Writing Support](#)
- [Student Mental Health](#)
- [Campus Safety and Security](#)

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

Active student participation is essential to the success of the course. Participation in this course is defined as successful completion of course readings, review of instructional materials, review of student presentation materials, and all other mandatory assignments (graded and ungraded). Participation also requires sharing insights or questions about course topics and materials, responding to or providing feedback to questions in response to course activities, comparing and contrasting course material and integrating knowledge gained from the course material with your own experiences, and participating in online discussions.

Expected Behaviors & Respectful Contributions for Online Learning

Online learning can take place in a fully online course or as part of a face-to-face course. Participating in an online activity (e.g., discussion forum, Flip, VoiceThread, peer review) can be different from the interactions that take place in a physical space. Without visual or verbal cues, it can be hard to communicate tone when using text. When you communicate online your content (files, text, images, and video) can be instantly copied and shared. Due to these differences, here are some things to keep in mind:

- Be polite. While there will inevitably be some things said in our online discussions that you will disagree with, always keep your responses constructive and, where possible, support your views with evidence from the readings or your own experiences.
- Keep your responses on-topic. If an individual mentions something that interests you in a post that seems completely tangential to the class discussion, respond by private email.
- Post messages to the appropriate audience. Be sure to post your questions/responses to the appropriate forum.
- Quote responsibly and reply substantially. Always weigh whether your comments are contributing substantially to the discussion before you post them to the discussion list--saying "I agree" after quoting a 25-line message can frustrate your peers and doesn't really add much to the discussion.
- Keep your responses jargon-free. Always be sure to define terms and acronyms fully before using them. This rule applies particularly to the use of Internet abbreviations. These terms may be confusing to new users or users who are not native speakers.
- Be mindful of what you share and how you use what is shared. Check with the person who posted the media you would like to reuse before doing so. If you are posting the

media or images, be sure to explore what copyright might apply to them. To find more information, see the [Libraries' resource on using copyright materials](#).

Adapted from: [Internet Learning Alternatives Netiquette Primer](#)

University of Minnesota Policies & Procedures

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

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 "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

Guidance & Policy for Use of AI (Artificial Intelligence) in this Course

The Board of Regents [Student Conduct Code](#) states the following in Section IV, Subd.1: Scholastic Dishonesty:

"Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be

used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with the course coordinator.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. See libguides.umn.edu/chatgpt.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes & Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UofM Twin Cities - [612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Crookston

- <https://www.crk.umn.edu/units/disability-resource-center>, UM Duluth

- <http://www.d.umn.edu/disability-resources>, UM Morris

- <http://www.morris.umn.edu/academicsuccess/disability/>, UM Rochester

- <http://r.umn.edu/student-life/student-services/disability-resources>, UM Twin Cities

- <https://diversity.umn.edu/disability/>) or email (UM Crookston - myers062@crk.umn.edu, UM

Duluth - access@d.umn.edu, UM Morris - hoekstra@morris.umn.edu, UM Rochester

- sdzavada@r.umn.edu, UM Twin Cities - drc@umn.edu) with questions.

Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom & Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."*

