

SYLLABUS
SPRO 102.01: Crossing Cultures 2: Re-entry
Spring 2018, W 2:30-3:50, LH 123

Susan B. Goldstein, Ph.D.
E-mail:susan_goldstein@redlands.edu

Ext. 8664, LH 135D
Office hours: MW 12:30-2:00 and by appointment

Prerequisite: Recent completion of a study abroad experience

Course Description:

This course is designed for students who have recently returned from study abroad. In addition to strategies for enhancing intercultural perspectives and coping with re-entry shock, students will learn how to translate study abroad experiences into a professional skill set and communicate these skills to potential employers.

Learning Outcomes: By the end of this course it is expected that you will be able to...

- Apply strategies for successful re-entry to life in the US and the U of R campus
- Communicate and interpret your intercultural experience for others
- Share your new skills and knowledge with others on campus
- Determine how your intercultural experience will affect the remainder of your undergraduate career
- Continue to develop global citizenship
- Translate your study abroad experience into a professional skills set and learn how to communicate about these skills to graduate schools and potential employers

Required Readings:

Bennett, M. (1993). The developmental model of intercultural sensitivity. IDR Institute.

Dolby, N. (2004). Encountering an American self: Study abroad and national identity. *Comparative Education Review*, 48(2), 150.-173. [Please read at least pp. 162-173]

Gerzon, M. (2010). *American citizen, global citizen: How expanding our identities makes us safer, stronger, wise – and guilds a better world*. Boulder, CO: Spirit Scope Publishing.

Hachey, J.-M. (2007). *The big guide to living and working overseas* (pp. 404- 437). Toronto, Canada: Intercultural systems, Inc.

Hess, J. D. (1997). Reentry experiences. In *Studying abroad/Learning abroad* (pp. 134-137). Yarmouth ME: Intercultural Press.

Konecki, A. (2013). An American girl in El Salvador. *Transitions Abroad*. Retrieved from:
http://www.transitionsabroad.com/listings/travel/narrative_travel_writing/american-girl-in-el-salvador.shtml

Lantis, J.S., & DuPlaga, J. (2010). Continuing the educational journey. *The global classroom: An essential guide to study abroad* (pp. 92-107 and 126-130). Boulder, CO: Paradigm Publishers.

McGourty, R. (2014). *Does study abroad accelerate personal growth?* NAFSA.

Olds, K. (March 11, 2012). Global citizenship – What are we talking about and why does it matter? *Inside Higher Ed*.

Quealy, K. (July 5, 2017). If Americans can find North Korea on a map, they're more likely to prefer diplomacy. *New York Times*. https://www.nytimes.com/interactive/2017/05/14/upshot/if-americans-can-find-north-korea-on-a-map-theyre-more-likely-to-prefer-diplomacy.html?_r=2

Storti, C. (2003). Coming home. *The art of coming home* (pp. 1-43). Boston, MA: Intercultural Press.

Tentative Course Schedule:

Date	TOPIC	READING	ASSIGNMENT DUE
1/10	Introduction/Intercultural assessment	Hess	Post brief self-intro to SPRO 101 Moodle by noon, 1/15.
1/17	Reverse Culture Shock	Storti	Discussion question/response on Storti
1/24	Global Quarter Activity Planning	Bennett; Quealy	Discussion question/response on Bennett Activity Plan written in class
1/31	Study abroad autobiography discussion	Konecki	Study abroad autobiography due via Moodle
2/7	Re-assessing your personal identity	McGourty	Discussion question/response on McGourty
2/14	New perspectives on being American/ Re-assessing your cultural identity	Dolby pp. 162-173	Discussion question/response on Dolby
2/21	Global citizenship	Olds; Gerzon, Ch. 1	Discussion question/response on Olds and Gerzon
3/7	Identifying your intercultural skills/ Intercultural career reports	Hachey, pp. 393-403 and 404-407; Lantis pp. 92-107 (sections relevant to your goals)	Use Hachey to inventory skills Intercultural career reports due via Moodle
3/14 No class	Global Quarter Activity – Time TBD		Global Quarter Activity Report due via Moodle by 3/19
3/21	Communicating your intercultural skills to employers	See Moodle resources in Resume/Cover letter section	Bring your most current resume
3/28	Cultural informant presentations	(Individual readings)	
4/4	Cultural informant presentations	(Individual readings)	Revised resume and cover letter due via Moodle
4/11	Joint meeting with SPRO 101		
4/18			Cultural informant materials due by 3:00pm

Requirements:

- **Study abroad autobiography (15%)** In no more than 5 typed, double spaced pages, help others in the class to get a sense of your study abroad experience. Please be prepared (with visual aids, if you wish) to discuss the content of your autobiography with others on 1/31. This will help you to develop the ability to interpret your experience for others. Address at least each of the following points:
 - Where and what did you study abroad?
 - Why did you study abroad?
 - How did you choose your destination?
 - What were some of your more transformative experiences?
 - What adjustments did you make in your host culture and upon your return?
 - How has study abroad changed your values, beliefs and behaviors?
- **Intercultural Career Report (10%)** Sign up to investigate a specific career with an intercultural component. This can be a career with an international focus or one situated in the U.S. that has a significant diversity component. Using the Careers Investigation Worksheet (on Moodle), gather information on that career and prepare to discuss your findings with the class. Please submit a copy of your information to Moodle so I can post it for others in the class. (Please use this format for the file: lastname.career.doc. For example, Goldstein.ESLteacher.doc).
- **Resume and cover letter marketing your experience abroad (10%)** Based on the Hachey readings, the resources on Moodle, and class activities, revise your resume and create a cover letter which targets the career of your choice and informs potential employers about the skills you gained from your intercultural experience.
- **Global Quarter Activity (30%)** Throughout the semester we will be working as a group or groups to develop an activity to present at the North Hall Global Quarter dorm, “designed for UOR students who want to encounter other cultures and traditions, to prepare for study abroad, or continue their international experience back on campus.” This should be an activity that will educate others while allowing you to continue to develop your global citizenship. In your **Activity Plan** (written in class on 1/24), describe in about one page the activity you have chosen and how that activity will enhance your, and others’, global citizenship. Participate in that activity and then document and evaluate your experience in a page **Global Quarter Activity Report** (due via Moodle on 3/19). Be sure that your report provides a detailed account of your project and relates it to course material.
- **Cultural Informant Report (20%)** Now that you have had an extended experience in your study abroad country, you can serve as a cultural informant for others going to the same or similar locations. Think about the misperceptions you had prior to your study abroad experience and the things you learned through trial and error. What good advice and insider information can you offer to others headed to the same culture? For this assignment you are to compile that advice/information on a *specific aspect* of life in your host culture (e.g., using the train in Japan; shopping in a Danish grocery store) in the form of a brief PowerPoint presentation (approximately 5 slides) or podcast (approximately 5 min) that can be posted on the Study Abroad Office website as part of a resource collection for pre-departure students. Examples are on Moodle.
- **Preparation, attendance, participation in class activities, and Moodle discussion board (15%)** -- To be fully prepared for discussions and activities, it is critical that you do the assigned readings and papers *before* coming to class. As part of your preparation for several of our class sessions, you are asked to compose a **thoughtful discussion question on the reading with a one paragraph response** to your question. This will help us to have class discussions in which everyone is engaged. Please type your discussion question and response. These will be due at the beginning of the class for which the reading is assigned. In addition, please also post to the **joint Moodle discussion board**

with pre-departure students, by responding to the questions they post before midnight on Sunday of each week. Please introduce yourself briefly along with your first post. Because our class sessions are limited and in-class activities are impossible to make up on your own, unexcused absences will affect your final grade.

Please note:

- No late work will be accepted without permission from the instructor prior to the due date.
- Plagiarism or other violations of the University of Redlands Academic Honesty Policy will result in failure of this course.
- If you are taking this course for Credit/No Credit you must attain a final grade of at least 2.0 to receive credit for this class.
- Any student who needs to coordinate accommodations for a documented disability should contact Amy Wilms in the Office of Disability Services at (909) 748-8108.

Grading: Please see the section on University-Wide Academic Standards in your University of Redlands Catalog for a more detailed discussion of the grading system.

Percentage	Numerical Grade	Percentage	Numerical Grade
95-100	4.0	74-76	2.0
90-94	3.7	70-73	1.7
87-89	3.3	67-69	1.3
84-86	3.0	64-66	1.0
80-83	2.7	60-63	0.7
77-79	2.3	0-59	0.0

Undergraduate Grading System (see also University of Redlands Course Catalog)

4.0 or 3.7 (A) Outstanding. The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

3.3, 3.0, or 2.7 (B) Excellent. Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.3, 2.0, or 1.7 (C) Acceptable. The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.3, 1.0, or 0.7 (D) Poor. The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

0.0 (F) Failing. A grade of “F” indicates that the student failed the course. The quality and/or quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.