



GLBL 350 - 01 International Experience

CRN#: 40898 3 credits

Welcome!

Venue: Spring 2020 9:10 a.m. – 10:00 MWF White Hall 111 Shepherd University

Instructor: Dr. Ann Marie Legreid **Office:** White 102 alegreid@shepherd.edu

Phone, Office: 304-876-5332/-5011 **Office Hrs:** 1:30-2:30 MWF; 10:00-11:30 TR;
and by appointment.

Course Readings:

No textbook is required for this course; however, required readings are posted on Sakai under "Resources." The course will utilize a variety of relevant online resources in addition to handouts on some topics.

Recommended Map Resources: *Goode's World Atlas* (latest edition); the floor-stand globe in the Library (behind the computer commons); and online sites, for example, www.mapsofworld.com, Owl and Mouse, National Geographic, Nationalmap.gov, CIA Fact Book, and the National Council for Geographic Education.

Welcome! Study abroad is a transformative journey, life-changing and life-enhancing...and you have just begun!

"Life isn't about finding yourself. Life is about creating yourself."

-George Bernard Shaw

A student majoring in Global Studies is required to complete an **international experience** appropriate to the student's area of concentration and language study. This experience must involve significant cultural immersion outside of the U.S. as approved by the Global Studies Director and in a program or partnership authorized by Shepherd University. In rare cases shorter international experiences may be approved by the Director. Students should have completed the foundations courses for the Global Studies Major before starting an international experience.

Catalog Course Description:

GLBL 350 – INTERNATIONAL EXPERIENCE (3 – 6 cr) After approval by the Global Studies Director, each student will participate in an international experience appropriate to his or her background and concentration within the major. The experience shall involve significant cultural immersion, such as study abroad, an internship, or service learning project. Specific course requirements will be outlined in the course syllabus, e.g., a research paper, field notes, reflective paper or journal. It is recommended that students complete the Global Studies foundations before enrolling in this course. *Permission of Global Studies Director required.*

The international requirement may be satisfied by a variety of options external to the U.S., e.g., an individualized course of study with a culminating research project; a service project in conjunction with a culminating research project; an international internship satisfying appropriate internship requirements; course work at a college or university outside of the U.S.; immersion courses in language and culture; a teaching practicum; and volunteer work with an international organization coupled with a culminating research project. The Global Studies Director-advisor will work with each student to design the specific international

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experience, student learning outcomes, and learning assessments.

An international requirement is consistent with the Global Studies program vision statement that students will “excel in cross-cultural, multilingual environments.” An international experience also supports the Shepherd core values of “learning” and “engagement” and its mission as “a gateway to the world of opportunities and ideas.”

Essential Learning Outcomes (Association of American Colleges and Universities)

Your participation in an international experience is intended to enhance your:

- ✓ Knowledge of human culture and the physical and natural world
- ✓ Intellectual and practical skills
- ✓ Personal and social responsibility
- ✓ Integrative learning

Course Competencies:

Competency	How the competency is met:
Written Communication	Assigned papers and research project
Experiential Learning	Study abroad experiences; learning expressed through journal or field notes and reflective papers.
Global Understanding and Respect	Readings; assigned papers and research project; experiential opportunities while abroad.
Multiculturalism and Diversity	Readings; assigned papers and research project; experiential opportunities while abroad.

By the end of your international experience, you should:

- have achieved a moderate level of cultural competence;
- have an enhanced understanding and appreciation for different cultures, attitudes, beliefs, and perspectives;
- have a deeper understanding of the interconnectedness of individuals, societies, and countries;
- demonstrate substantive knowledge of the physical, cultural, economic, and political characteristics of the host country or society;
- have a deeper understanding and appreciation for the cultural and ideological differences between the United States and the designated country or society; and
- recognize and appreciate the impact of your personal experience and culture on your perception of the world.

Teaching Methods: The course is lecture-based with ample opportunities for student questions, interaction, and application of concepts presented in class. There are opportunities for small group work, labs, and independent study. We will have some guest speakers, too.

Sakai and Shepherd E-mail: This course is web-enhanced through the use of the Sakai course management system. Assigned readings will be listed under “Resources.” “Announcements” will be posted as needed by the instructor. Students are expected to use their Shepherd e-mail addresses and the Sakai course management system throughout the course. RAVE alerts will provide information on university closures; announcements and assignments will be provided through Sakai as appropriate.

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Required Readings:

All students enrolled in this course must complete a common core of readings. Additional readings will be tailored to the individual on the basis of his/her concentration and corresponding international experience. Students are required to make reference to/use examples from the common readings in some course assignments.

Some selected readings and activities will come from:

Deardorff, Darla K. editor. *The SAGE Handbook of Cultural Competence*. SAGE Publishing, 2009. ISBN: 978-1-4129-6045-8

Pollock, David C., Ruth E. van Reken and Michael V. Pollock. *Third Culture Kids. Growing Up Among Worlds*, 3rd edition. Nicholas Brealey Publishing, Boston, 2017. ISBN-10: 1473657660

O’Nuallain, Fearghal, editor. *The Kindness of Strangers. Travel Stories that Make Your Heart Grow*. Summersdale Publishers, London, 2018. All royalties go to fund Oxfam’s work with refugees. ISBN: 978-1-78685-531-2

Duke, Steven T. *Preparing for Study Abroad: Learning to Cross Cultures*. Stylus Publishing, 2014. ISBN-13: 978-1579229948

Bochner, Stephen. *Cultures in Contact: Studies in Cross-Cultural Interaction*, Pergamon Publishing, 2013. ISBN-10: 1483173836.

Pease, Allan and Barbara Pease. *The Definitive Guide of Body Language*. Bantum Books, 2004. ISBN-13: 978-0553804723.

Berardo, Kate, and Darla K. Deardorff, editors. *Building Cultural Competence: Innovative Activities and Models*. Stylus Publishing, 2012. ISBN: 1579228062/9781579228064.

Handouts and other ancillary materials as needed or requested.

Additional Resources: Your research and paper assignments will require that you utilize a variety of hard copy and online resources for text, data, and imagery as, for example, United Nations and World Bank publications, CIA -The World Factbook, and Google Earth imagery at earth.google.com. A useful online source for scholarly articles: scholar.google.com. If you are searching for full-length journal articles, the Scarborough Library provides online access to dozens of databases including EbscoHost and LexisNexis as well as a mountain of resources provided by the Federal Depository program. For an atlas, www.mapsofworld.com is one of many good online options.

If you are interested in learning phrases in another language, the web provides a multitude of good options, from pronunciation guides to translators, e.g., translate.google.com.

Since you are preparing to study abroad (or have studied abroad), it is important that you read, watch, or listen to reliable news sources on a daily basis as, for example, the BBC, NPR, CNN, CBC (Canadian Broadcasting), The New York Times, and The Guardian.

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Assignments and Evaluation: The grade for the course will be based on the following:

Exams 3 @ 100 points each	300 points
Final Exam	70 points
Research paper (handout)	40 points
Oral presentation of research	15 points
Exercises/Labs (handouts)	c. 40-60 points
Service & Reflection, March 27*	15 pts.

***Special Service Requirement:** At least one hour on March 27 in service to the West Virginia State Geography Bee and Giant WV Traveling Map hosted by Shepherd. Students unable to perform service on this date will be given an alternative service assignment.

Evaluation will be based upon a percentage of total points as follows:

A	90-100%	D	60-69%
B	80-89	F	0-59
C	70-79		

The following common criteria will be used in grading written work:

1. Adherence to assignment guidelines, including references to/examples from the common readings for this course.
2. Adherence to deadlines
3. Accuracy and completeness
4. Evidence-backed analyses
5. Clarity of expression
6. Mechanics: typographical, spelling, grammatical, or punctuation errors
7. Use of APA style

Written assignments should be in Word or PDF format, double-spaced in Times New Roman 12 point font with the pages numbered.

Expectations of the Student Going Abroad:

- Class attendance and participation. This includes reading all assigned readings in advance of the sessions, regular attendance, and participation in session activities and discussions.
- Provide the Study Abroad Office (see below) with all required and pertinent information prior to departure.
- Exhibit professionalism and courtesy in the destination country as an ambassador of Shepherd University.
- Have electronic contact with the professor-advisor throughout the study abroad, seeking guidance on research and relevant matters as needed.
- Follow assignment specifications and submit assignments on time.
- Celebrate and promote study abroad opportunities!

Required Travel Arrangements:

- ✓ You must register your international experience through the Shepherd University Study Abroad Office. <http://shepherd.abroadoffice.net/dates.html>

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- ✓ As required by policy, all participants in the international experience must purchase insurance through the Shepherd University Business Office.
- ✓ Participants must have a valid passport that will not expire for at least 6 months after returning to the U.S.
- ✓ Participants who intend to travel on non-U.S. passports must have a completed FORM I-20 for readmission to the United States.
- ✓ Participants must provide a copy of their passport to the Shepherd University Study Abroad Office prior to departure of the tour.
- ✓ Participants must provide emergency contact information to the Shepherd University Study Abroad Office prior to departure (as well as to any tour company if applicable).
- ✓ Participants must report any potential travel problems to the Program Director or professor and Study Abroad Director prior to departure as, for example, legal issues that may hinder return to the U.S.
- ✓ Any fees associated with this international experience are to be paid through the Shepherd University business office unless other arrangements have been approved.
- ✓ All participants in the international experience must sign a waiver with Shepherd University.

Attendance: You **must** attend classes or **your financial aid may be revoked** either partially or in full. Refer to shepherd.edu/faoweb for more details. Attendance will be taken each class period as required by university policy. Excessive absences without valid excuses (more than 5 unexcused) are grounds for reduction of the course grade.

Make-up Policy: Exams may be made up with a valid written excuse only (doctor's verification of illness, family emergency or death, participation in university-sponsored events). Students are expected to notify the professor in advance of the exam period. Make-up exams are at the discretion of the instructor and may be **essay in form**. There are no make-up opportunities for pop quizzes.

Policy on Late Assignments: Ten percent will be deducted for each day the assignment is overdue (a weekend is counted as one day). In some cases: No late papers accepted.

Professionalism: Students are expected to exhibit professionalism. Please do not send text messages, place phone calls, surf the web, arrive late, leave early, engage in unnecessary talking, wander to and from the classroom, or display other discourtesies that detract from the learning environment. If inappropriate and/or distracting behavior persists, the student will be referred to the Associate Dean of Students and could be expelled from the course. Students are asked to be courteous to fellow students. From the Student Handbook: "We promote a campus culture that celebrates multiculturalism and diversity." "...we will not tolerate or engage in any actions, attitudes, or behaviors that disrespect, degrade or dehumanize any member or guest of this University."

Policy on Cheating and Plagiarism: These infractions are grounds for failure of the course. See "Academic Integrity Procedures" in the university's Student Handbook.

Academic Support Center – Free Tutoring: Visit the Academic Support Center in the Library for free tutoring, 8 a.m. – 4:30 p.m. 876-5221. www.shepherd.edu/ascweb

Accessibility Services: The Office of Accessibility Services at Shepherd University believes that, "the first step to success is access." Accessibility Services is committed to working closely with individuals with exceptionalities to meet their academic and housing needs. Students requesting any disability related accommodation should contact the Office of Accessibility Services at 304-876-5122, located in Gardiner G13. This includes, but is not limited to students with visual or hearing impairments, students with diagnosed disabilities that affect their learning and in need of academic accommodations, and students requesting specific housing accommodations for health-related reasons. Students must be registered with the Office of Accessibility Services and present their certified accommodation letter to each of their instructors as early in the semester as possible prior to using any granted academic accommodation. For more information, please visit <http://www.shepherd.edu/accessibility>

Notes:

Shepherd policies outlined in the Student Handbook apply to this course.

The instructor reserves the right to make adjustments to this syllabus.

Course Outline with Exam Dates

Part I. Culture: Concepts, Models, and Orientations

Reading (Handout): "Where is Home, Erika's Story," and "Who are Third Culture Kids?" from David C. Pollock, Ruth E. van Reken, and Michael V. Pollock, *Third Culture Kids, Growing Up Among Worlds*, 3rd edition, Nicholas Brealey Publishing, Boston, 2017.

Reading: "Mama Ana, One Summer in a Romanian Orphanage", pp. 71-80, by Charlie Carroll, in Fearghal O'Nuallain, editor, *The Kindness of Strangers*, Summersdale Publishers, London, 2018.

Handout: "Iceberg Model" and "Cultural Orientations"

Part II. Cultural Competence

Reading (Sakai): "Cultivating Intercultural Competence, A Process Perspective," pp. 121-135, from Janet M. Bennett, *The SAGE Handbook of Intercultural Competence*, edited by Darla K. Deardorff, SAGE Publishing, Los Angeles, 2009.

Reading (Sakai): "LEAP Intercultural Knowledge"

Part III. Building Cultural Competence: Study Abroad

Reading (Sakai): "Why Cross-Cultural Engagement is Often Limited, and Some Strategies to Increase It," pp. 15-30, from Duke, Steven T., *Preparing to Study Abroad*, Stylus Publishing, Sterling, VA, 2014.

Reading (Link on Sakai): "Resilience and Well-Being Among International Students During Acculturation in Process: Blogging without Borders," pp. 12-22, from Andrea C. Valente, *International Journal of Cross-Cultural Studies and Environmental Borders*, Vol. 6, Issue 1, 2017.

Reading (Handout): Student profiles

Part IV. Building Cultural Competence: Understanding National Identity, Patriotism, and Territoriality

Reading (Sakai): “Developing Globally Competent Citizens, The Contrasting Cases of the United States and Vietnam,” pp. 141-157, from Deardorff, editor, *The SAGE Handbook of Cultural Competence*, SAGE Publishing, Los Angeles, CA, 2009.

Reading (Sakai): “Intercultural Communication on Websites: A Cross-Cultural Analysis of Web sites from High-Context and Low-Context Cultures”, pp., 274-299, from Elizabeth Würtz, *Journal of Computer-Mediated Communication*, Vol. 11, Issue 1, November 2005.

Reading: “The Banksy of Bangladesh,” by Katie Arnold, pp. 175-183, in Fearghal O’Nuallain, editor, *The Kindness of Strangers*, Summersdale Publishers, London, 2018.

Exam I. Wednesday, February 5.

Part V. Building Cultural Competence: The Power of Non-Verbal Communication

Reading (Sakai): “Nonverbal Communication: Basic Perspectives,” pp. 3-30, from Mark L. Knapp and Judith A. Hall, *Nonverbal Communication in Human Interaction*, 6th edition, Thomson Wadsworth Publishing, Belmont, CA, 2006.

Reading (Sakai): “The Power of Gestures,” pp. 7-16, from Roger E. Axtell, *Gestures*, John Wiley and Sons, NY, 1991.

Reading: “Kindness as Rebellion”, by Tina Brocklebank, pp. 299-307, in Fearghal O’Nuallain, editor, *The Kindness of Strangers*, Summersdale Publishers, London, 2018.

Reading (Link on Sakai): “The Pragmatic Comparison of Chinese and Western ‘Politeness’ in Cross-Cultural Communication,” from Jiang Zhu and Yuxiao Bao, pp. 848-851, *Journal of Language Teaching and Research*, Vol. 1, No. 6, November 2010.

Part VI. Building Cultural Competence: The Power of Words

Reading (Sakai): “Cross-Cultural Communication Barriers,” pp. 166-182, from Terence Brake, Danielle Medina Walker, and Thomas Walker, *Doing Business Internationally*, Irwin Publishing, Burr Ridge, IL, 1995.

Readings (Sakai): “Two Stories, Two Games,” pp. 3-21, and “Communication Equipment,” pp. 23-35, from Haru Yamada, *Different Games, Different Rules*, Oxford University Press, 1997 (Japan).

Exam II. Wednesday, March 4.

Part VII. Communicating Across Cultures

Reading (Sakai): “Understanding Africans’ Conceptualizations of Intercultural Competence,” pp. 158-178, Deardorff, *The SAGE Handbook of Intercultural Competence*, SAGE Publishing, Los Angeles, CA, 2009.

Reading (Sakai): “Bridging Cultural Differences: American Public Relations and Arab Communication,” from R.S. Zaharna, pp. 241-255, *Public Relations Review*, 21 (1995).

Reading (Sakai): “Success in Crossing Cultures – Europe,” pp. 104-114, from Brake, Walker, and Walker, *Doing Business Internationally*, Irwin Publishing, Burr Ridge, IL, 1995.

Reading (Sakai): “Cross Cultural Communication Competence and Multicultural Team Performance. Perceptions of American and Russian Managers”, pp. 253-270, from Alexei V. Matveev and Paul E. Nelson, *International Journal of Cross Cultural Management*, 2004, Vol. 4 (2).

Reading: “Strangers in the Holy Land”, by Leon McCarron, pp. 197-207, in Fearghal O’Nuallain, editor, *The Kindness of Strangers*, Summersdale Publishers, London, 2018.

Part VIII. Cross-Cultural Conflict, Negotiation, and Adjustment

Reading (Sakai): “Success in Negotiating Across Cultures”, pp. 183-216, from Brake, Walker, and Walker, *Doing Business Internationally*, Irwin Publishing, Burr Ridge, IL, 1995.
Reading (Link on Sakai): “The Communication of Respect as a Significant Dimension of Cross-Cultural Communication Competence,” from Lauren Mackenzie and Megan Wallace, pp. 10-18, *Cross-Cultural Communication*, Vol. 2, No. 3, 2011.

Exam III. Friday, April 3.

Part IX. Cross-Cultural Communication: A Business Case Study

Reading (Link on Sakai): “Implications of cross-cultural communication in business: A study of Swedish small enterprise and ‘ImseVimse’ and its international distributors and retailers,” from Maka Kvantaliani and Olga Klimina, 52 pages, Master Thesis in International Development, Gotland University, Sweden, Spring 2011.

Part X. International Careers and Opportunities

Reading and exercise (Handout): “Developing Professionally, The Wheel of Intercultural Skills,” pp. 355-370, from Kate Berardo and Darla K. Deardorff, editors, *Building Cultural Competence. Innovative Activities and Models*, Stylus Publishing, Sterling, VA, 2012.
Reading and exercise (Handout): “The 5Rs of Culture Transition,” pp. 193-199, from Kate Berardo and Darla K. Deardorff, editors, *Building Cultural Competence, Innovative Activities and Models*, Stylus Publishing, Sterling, VA, 2012.

Part XI. Coming Home: Challenges and Reflections

Reading (Handout): “Additional Student Profiles,” pp. 117-126, from Steven T. Duke, *Preparing to Study Abroad*, Stylus Publishing, Sterling, VA, 2014.

Part XII. Student Projects

Final Exam. Wednesday, April 29, 9:00 – 11:00 a.m., WH 111.

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“There are no universal gestures. As far as we know, there is no single facial expression, stance, or body position which conveys the same meaning in all societies.”

-R.L. Birdwhistell

“I wonder how many people I’ve looked at all my life and never seen.”

-John Steinbeck

“Those of us who keep our eyes open can read volumes into what we see going on around us.”

-Edward T. Hall

“Nothing in nature is isolated; nothing is without connection to the whole.”

-Goethe

“We must learn to live together as brothers or perish together as fools.”

-Dr. Martin Luther King, Jr.

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”

-Harriet Tubman