

## IS-523: Culture and the Global Workplace

**Instructional Mode:** Online

**Credits:** 3

**Course Length:** 10 weeks

### **Course Description and Learning Outcomes**

This online seminar provides a theoretical framework to undergraduate students while they participate in internships internationally. The course critically explores the role of culture in shaping human experience and understanding and engages students in discussions regarding global and cultural competence and the challenges and opportunities of living and working interculturally. The course introduces students to basic principles of globalization and encourages students to integrate their academic coursework with their work experiences, career development goals and their personal skills and values.

**Students will be assessed on their ability to engage critically with course readings and discussion, not for performance in their internships.**

By the end of the seminar students should be able to:

1. Critically discuss the role of culture in shaping human experience, identity, and communication.
2. Define global competence and articulate strategies for building and measuring intercultural knowledge and competence.
3. Identify strategies for productively responding to issues, conflicts, and questions that may emerge in an intercultural context.
4. Engage with basic principles of globalization and interconnectedness.
5. Review, reflect, and describe their internship experience and effectively communicate the ways in which they have personally and professionally developed during their time abroad.
6. Understand general aspects of the workplace in their country, and specifics of their industry/field.
7. Have a high degree of understanding of the organization in which they have been interning as well as the sector in which that organization operates.

Credit Hour Policy Standards: This is a 3-credit, Option C course. The federal credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor: student meeting times, reading, writing, and other student work as described in the syllabus.

In addition to meeting course expectations as outlined in the syllabus, students must complete a minimum of 100 hours of work at their internship site, confirmed by their supervisor and documented to their Intern Abroad Advisor.

## COURSE FORMAT

IS-523 is an online seminar connecting students interning around the globe to each other and to campus. **This course is designed to foster collaborative peer learning. Engaged and critical discussion as well as preparation, active participation and "attendance" are therefore not only expected but will be a significant component of final evaluation.**

We will use Canvas to communicate and share ideas throughout the semester. Through the Canvas interface you will post weekly field notes documenting your learning experiences in your host country and respond to assigned readings. You will then participate in an online discussion of the readings and field notes.

Students are responsible for meeting deadlines, completing assignments, and making necessary arrangements to meet all course expectations. This includes procuring access to a computer and internet connection. Proactively communicate with the instructor if issues arise so we can accommodate and support you.

Course coordinators and Intern Abroad Advisors also have access to field notes and reading responses. This helps inform us of your cultural, personal, and professional experiences.

## REQUIRED READINGS:

**Local & Regional News:** Students are required to identify and keep up with reading a local news source for your host country. All students will incorporate current events happening in their respective host country as part of week 2 and week 7 posts. Please plan to read and keep up with local and regional news sources throughout your time abroad.

**Articles:** Article readings and excerpts are assigned throughout the semester and will be available on Canvas. Readings will also be available in the form of a course reader. TED talks are available as transcripts if you have difficulty loading the talks due to bandwidth issues. In addition, it is recommended that you obtain a copy of the book you chose for the Critical Book Response prior to your departure. A critical analysis of your selected book will be due week 8 of the course. Start reading early!

**Critical Book Response:** Propose a historical fiction or non-fiction book over 100 pages that is connected to your host country/region or course themes for this assignment (refer to page 9 for more details). Contact your instructor if you would like to get your book approved before the course starts.

Or you may choose one of the following pre-approved books:

1. Adichie, Chimamanda Ngozi (2013). *Americanah*. New York: Random House.
2. Lee, Min Jin (2017). *Pachinko*. New York: Grand Central Publishing
3. Yang, Kao Kalia (2008). *The Late Homecomer: A Hmong Family Memoir*. Minneapolis: Coffee House Press.

You are encouraged to do as much research as possible about your destination country, including obtaining a country-specific guide that discusses the cultural practices, etiquette, and customs of your host destination. Bring a critical eye to what you read about the culture of your new host country, and compare this to your own observations, conversations, and experiential learning.

## COURSE REQUIREMENTS & ASSESSMENT

Weekly Field Notes and Reading Response*	65%
Assignments and syllabus quiz*	5%
Critical Book Analysis*	10%
Final Essay*	15%
Final External Audience Project*	5%

\*Please note that engagement and participation in the corresponding discussion for each of the above course requirements will be incorporated into grade assessment. Posting weekly field notes/reading responses without participation in the corresponding discussion will result in a lower grade for that assignment.

Final Grading Scale %: 100-93 (A); 92-88 (AB); 87-83 (B); 82-78 (BC); 77-70 (C); 69-60 (D); below 60 (F).

### GRADED WORK:

#### Weekly Posts:

The table below provides an overview of weekly written posts, which include:

1. Field Notes
2. Reading Response
3. Discussion Responses

Field Notes and Reading Responses are due **Mondays by 9am CT**. If you will be traveling over the weekend, please plan accordingly. The discussion period will be open between **Monday 9am and Thursday at 5pm CT**. Your Discussion Responses should be spread out between Monday and Thursday. Don't wait until Thursday afternoon to start responding!

Weekly Written Posts		Discussion Responses
Due Mondays 9am CT; include both parts together in a <b>single post</b> in Canvas		Monday 9am CT to Thursday 5pm CT
Part 1: Field Notes	Part 2: Reading Response	Part 3: Discussion
The field notes are intended to encourage and facilitate critical reflection for students during their time abroad and in their internships (or as they prepare for their experience)  <u>350-500 words</u>	Students will also post their reflections and responses to the readings.  <u>400-600 words</u>	Students are expected to read and provide feedback, response, and discussion to <b>at least two peers'</b> posts each week. Read and respond to questions or discussion that develops in response to your original post.

**Part 1: Field Notes Guidelines:** Although the content of field notes will vary according to individual student circumstances, they should at a minimum include: 1) updates on your internship, including specifics about jobs/tasks/projects you are working on; 2) updates on other aspects of your time abroad.

Potential areas for reflection might include:

- Observations and reflections on your experiences thus far adapting to a new culture; specific challenges you might have encountered and reflections on how to address them.
- Specifics about tasks/projects accomplished. Has academic coursework been relevant or helpful?
- Progress towards achieving your personal and professional goals and those set by your employer: give specifics of what you learned and how you learned it.
- Problems you encountered in your job assignments, work or living environment, and efforts you or others made towards conflict resolution.
- Describe something new you have learned about your organization.
- Describe a misconception or miscommunication and how you dealt with it.
- Detail a conversation you have had with a person responsible for a particular section of your organization. What is the nature of their work? What is their position in the organization?
- Expectations for the following weeks remaining in your internship.

**Part 2: Reading Response Guidelines:** Following field notes, students will respond to the assigned readings/videos. Each week there will be a prompt containing “reading questions” to consider when completing your assignments for the week. Reading responses should be of **academic quality**, including page numbers and citations where appropriate. A strong reading response will generally be organized with:

I. Introductory paragraph synthesizing the central arguments of the week’s readings

II. Observations, reflections and considerations on the week’s readings and connections to previous readings and discussions, including citations to support and build your argument

III. Concluding paragraph containing any thought-provoking questions that arose from the readings that you hope to discuss further in this forum

**Part 3: Discussion Guidelines:** The discussion period is from Monday 9am CT to Thursday 5pm CT. You will read and comment on at least two peers’ field notes/reading responses each week with your reactions, counter arguments, and feedback. You are also encouraged to read and respond to the questions or discussion that develops in response to your own field notes/reading response. ***Though we encourage a spirited debate, your responses should be reasoned, cordial, and engage the question in an appropriate way.*** That said, those initiating topics should be willing to defend and argue their positions. Responses must be substantive ones; critiques must never degrade into personal attacks. Agreement or disagreement should be followed by reasoned arguments explaining why you agree or disagree.

NOTE 1: This course is a safe space to discuss the highs and lows of your experience and to have a network of support while abroad. The regular writing of field notes helps you to track growth and progress, encourages you to document the work you are doing, and facilitates introspective and careful consideration of your experiences. **We encourage you to take advantage of the format and community support to reflect honestly on your experiences.** Be a generous, curious, inquisitive, and open-minded colleague to your peers. This class is in large part about building a community of learners and collaborators. You will get the most out of this class if you are willing to engage and interact with your peers, and this includes reading and responding to posts in a thoughtful and consistent manner. You will be graded on your reflection and engagement, not the experiences themselves. If you have questions about this or if there are issues that arise that you do not feel comfortable bringing to the entire group, please contact your instructor.

NOTE 2: Students will start internships and will be abroad at different times. Regardless of your location and start date you need to complete the assignments for the week. Think about using this time to reflect on

how you are preparing for the experience and the expectations you have. You can also make this time useful by researching the country you are traveling to and the organization/field in which you will be interning. If you are still unsure what to write about, please contact your instructor.

NOTE 3: You are encouraged to compose your notes and reading responses off-line and to always save a copy of everything you post for your own records! Not only does this allow you access to your notes and reading responses after the Canvas page closes, but it assures you have a back-up should you encounter a computer or network glitch.

## **ADDITIONAL ASSIGNMENTS**

### **1. Syllabus Quiz**

### **2. Meeting with Supervisor (due by start of the 3<sup>rd</sup> week of YOUR internship start date)**

Shortly after the start of your internship, schedule a meeting with your supervisor if you don't yet have one set up. The goals of the meeting are to:

- become familiar with your supervisor and the organization
- gain a better understanding of the work you'll be doing and/or your projects to which you'll be contributing
- bring forward any questions you might have about the workplace and/or internship expectations

A *synthesis* (~300 words) of your interview should be submitted by the start of the 3<sup>rd</sup> week of your internship. Include your reactions to the process of speaking with your supervisor and any questions that you may still have.

### **3. Informational Interview/Coffee Meeting (post any time before week 7)**

An informational interview or "coffee meeting" is a meeting that you initiate with an individual working in your field of interest that helps to gain a better understanding of various career paths. The meeting serves to help clarify and define your career goals and gain insight into careers, industries, or organizations you may be interested in. Read the "informational interviews: a networking tool" pamphlet on Canvas before scheduling your interview. Begin thinking about an individual you would like to meet with and plan your meeting early. The meeting can be with someone in your organization (not your supervisor since you already interviewed them!), elsewhere in your host country, or someone at home or abroad so it may be virtual or in person.

Your meeting summary (~300 words) should be posted to the Canvas discussion board where you will read and respond to at least two peers' summaries with any feedback or ideas for further follow up. Summaries can be posted at any time before the beginning of week 7 and you will comment by the end of week 7.

### **4. Critical Book Response (due week 8)**

**Purpose:** The aim of this assignment is to use your developing critical lens regarding the concept of culture to respond to a book related to your internship location or course themes. Your response should put the book in conversation with course themes and other readings, in addition to your personal and professional experiences abroad. *Please note that this is not a book summary*, but rather a critical and thoughtful response to the book you have selected.

## Format Options:

- Written Essay (750-1,000 words)
- Video Response (~5 minutes in length)

**Book Selection:** Refer to page 9 of the syllabus for details

**Assignment Requirements:** Refer to the assignment rubric in Canvas for grading specifics and please include the following sections in your book response:

- **Synthesis:** Clearly and concisely present the central arguments & “big picture” of the book you have selected. Keep in mind your instructor and peers likely will not have read the text. Your introduction and conclusion should be extremely clear in presenting the “take-away” or the book’s primary thesis and concluding arguments.
  - What is the title and topic of the book you selected? Who is the author?
  - Why did you select this book? What connection does it have with your internship location or relevant course themes?
  - What is the central argument or thesis of the book you selected? How do you know this?
- **Analysis:** Place the book into context and dialogue with any other readings you have done with this course, experiences you've had living abroad or themes you have explored during the course.
  - What points of connection did you find between your book and other readings or experiences during this course and internship? Please cite textual evidence from the book and course readings to support your answer.
  - What tensions or dissonance did you find between the book, course readings and your experiences? Please cite textual evidence from the book and course readings to support your answer.
  - How did this book deepen, extend, or challenge your understanding of culture? Provide specific textual examples to support this.
- **Conclusion:** Conclude with burning or pertinent questions and points of discussion that emerged from your reading.
  - What questions or doubts does this book leave you with?
  - What is a discussion question you want your peers to engage with in their responses?

A general guide for writing effective critical book analysis is available on the UW Writing Center’s website:

<https://writing.wisc.edu/Handbook/CriNonfiction.html> and

<http://writing.wisc.edu/Handbook/CriReadingBook.html>

## **5. Final Reflective Essay (8-10 pages double spaced, due week 9 unless otherwise coordinated with your instructor due to your start/end of internship dates):**

The final paper provides an opportunity to reflect on the entire internship experience and to begin to integrate the knowledge and experiences gained in the field with course discussions and readings. The goals of the final paper are:

- To provide an opportunity for the student to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness.
- To flesh out connections between theory and practice.
- To facilitate closure of the internship experience.

The Final Reflective Essay should include:

- An analysis of the organization's activity and mission and the global context in which it operates, including your observations of the organization's strengths and weaknesses.
- A reflection on your expectations and goals for this internship. Why did you want to do this internship? What were you hoping to get out of it? Discuss the extent to which your objectives were accomplished and if not, which goals came up short and to what extent you advanced them.
- What have you learned in this course and from your time abroad about yourself and your own cultural framework and values?
- What are your take-aways from this experience of living and working abroad?
- An analysis of what it means to be a globally and culturally competent individual and a self-assessment of your own perceived strengths and weaknesses in this regard.
- Critical reflection and discussion of any specific challenges or obstacles you faced while living and working abroad and the strategies you employed or wish you had employed to respond to them.
- Any specific opportunities you might have had during this experience to build or improve your communication, team building, or problem-solving skills.
- How were you able to apply academic learning to your internship experience?
- In what ways did the readings and discussions in this course respond/contradict/reinforce/challenge or compliment your experiences in your host country and in your internship? **Include references/citations.**
- How has this experience abroad solidified or changed your career focus?

Students submit the paper to their instructor via Canvas and will post to a group discussion to read and comment to at least one peer. The group discussion version can be edited if there is any content you do not wish to share with the group.

## **6. External Audience Project (Due week 9 unless otherwise coordinated with instructor):**

The objective of the external audience project is to assist the student in developing the vocabulary necessary to articulate the learning outcomes of the international internship experience to an external audience (e.g. a potential employer, grad school committee etc.). This project encourages the student to integrate and communicate the skills and experiences accrued during the internship experience and time abroad and their connection to the student's personal and professional objectives and academic training. Students will create a short video that is no longer than 3 minutes in which they comfortably, conversationally, and professionally present themselves and the learning outcomes of their international internship experience. Post to discussion and comment on at least two peers' videos.

## COURSE REQUIREMENTS & POLICIES

**Communication:** You are encouraged to communicate your questions and concerns to the instructor, and it is strongly preferred that you use the Canvas course site to communicate.

**Academic Integrity:** You are expected to uphold the expectations of academic honesty and integrity according to the standards of the University. Your work should be your own. Always cite your sources, including author, page numbers, or website if applicable. Do not cut and paste from websites without quotations and source information. Do not present ideas or words that belong to someone else as your own. Using ChatGPT and other AI programs is considered plagiarism. If you have questions about how to properly cite your sources please contact me or refer to the UW Writing Center's guidelines. Anyone suspected of cheating, plagiarizing, or otherwise failing to meet the standards of academic integrity will, at a minimum, receive a zero on the assignment. Additional sanctions may include notification of the Dean of Students Office, failure in the course, expulsion from the course or expulsion from the university. For more on the University's Academic Integrity policy see: <https://conduct.students.wisc.edu/academic-misconduct/student-resources-for-academic-integrity/>

**Late Work:** Regardless of your location and start date you need to complete the assignments for the week. If you require an extension, you need to communicate this to your instructor at least two days prior to the assignment's due date.

Work handed in late is eligible for up to 90 percent of credit. Work handed in more than a week late is eligible for up to 75 percent credit. Work handed in more than two weeks late is eligible for up to 50 percent credit.

**Privacy and Confidentiality:** Students are expected to respect and maintain the privacy and confidentiality of their peers. Any information about employers, colleagues, or any personal information shared by students in the course is not to be disseminated in any way, shape, or form without the consent of the author.

## COURSE CALENDAR

### Prior to Departure

Prior to departure you should learn everything you can about the company or organization where you will be working and the country where you will be living. What type of government does the country have? Who is the leader and what party is in power? What are the major issues unfolding currently in the country? In addition, if you aren't already in the habit of reading a major national newspaper such as *The New York Times* or *Wall Street Journal* daily, now is the time to start. You may be surprised that people in other countries are often well informed about US politics and policy! Consider also adding a major international source such as *The Economist*, *the BBC*, *The Financial Times*, or *Foreign Affairs* to your daily reading mix. In addition, identify a local news source to begin following and learning more about local and regional news and issues.

Get organized! Read through this syllabus and be familiar with special assignments and when they will be due. You can get a head start on many of these assignments: for example, start reading your book or other readings while on the airplane. When you arrive, immediately begin thinking about who you might like to meet with for your informational interview. Don't let these assignments catch you by surprise!

## Week 1

### **1) Get Acquainted with Canvas (due by 9am CT on the Monday of Week 1)**

Log in to Canvas. The course syllabus, announcements, readings, and grade book will all be available and accessed through this page. Begin by updating your profile with a picture of yourself. Read through the syllabus and complete the SYLLABUS QUIZ the week of January 23.

### **2) Post Video Introduction & Reading Response (due by 9am CT on the Monday of Week 1)**

Finding yourself in a new place can be exhilarating, confusing, and overwhelming. Working in a new environment may be even a little intimidating. So let's get started reflecting on your first impressions and get in the habit of observing where you are living and working. Although you will typically share field notes each week, for week 1 each student will make a short video introduction (no longer than 3 minutes). Post your video to the UW Kaltura mediaspace: <https://mediaspace.wisc.edu/> and include a link.

Your video should include:

- An introduction of yourself, your major, year, where you are from, and any other background information you'd like to share with the group.
- Your goals for this internship. Why did you choose this internship and location? What are your three primary goals for this spring?
- A description of the organization you're interning with. Briefly describe in your own words the mission, purpose, audience, and history of your organization.
- A description of your living arrangements and initial impressions of life in your new host country. How does life so far compare to what you were expecting? Share any specific challenges or unique experiences you might have had thus far.
- Include any questions you may still have about your internship or host country as applicable.

**Reading Response:** Watch: Pattanaik, "East vs. West: The Myths That Mystify" TED talk:

[https://www.ted.com/talks/devdutt\\_pattanaik\\_east\\_vs\\_west\\_the\\_myths\\_that\\_mystify?language=en](https://www.ted.com/talks/devdutt_pattanaik_east_vs_west_the_myths_that_mystify?language=en) and respond to the posted reading prompts.

**3) Discussion (due by 5pm CT on the Thursday of Week 1)** All students watch, read and comment on at least **two** peer introduction videos and reading responses. Responses should be substantive, useful, and constructive. Respond to any discussion that develops in response to your original post.

### **4): Critical Book Response Selection (due by 5pm CT Thursday of Week 1)**

Propose a historical fiction or non-fiction book over 100 pages that is connected to your host country/region or course themes for this assignment. Or you may select one of the following pre-approved books. *Notify your instructor on Canvas of your proposed selection*

1. Adichie, Chimamanda Ngozi (2013). *Americanah*. New York: Random House.
2. Lee, Min Jin (2017). *Pachinko*. New York: Grand Central Publishing
3. Yang, Kao Kalia (2008). *The Late Homecomer: A Hmong Family Memoir*. Minneapolis: Coffee House Press.

**Note: You will need to acquire either a paper or digital copy of this book on your own.**

COURSE CALENDAR \*\* SUBJECT TO REVISION\*\*

Date	Readings	Assignments	Special Projects
<p><b>Week 1</b></p> <p><b>Getting Started &amp; Intros</b></p>	<p>(1) Watch: Devdutt Pattanaik “East vs. West: The Myths That Mystify” TED talk:  <a href="https://www.ted.com/talks/devdutt_pattanaik_east_vs_west_the_myths_that_mystify?language=en">https://www.ted.com/talks/devdutt_pattanaik_east_vs_west_the_myths_that_mystify?language=en</a></p>	<p><b>I. Introductory video (in place of field notes)</b></p> <p><b>II. Reading Response:</b></p> <ul style="list-style-type: none"> <li>Based on your experiences and/or studies, what do we mean when we talk about “culture?” What is culture? Where does it come from? Does each of us really inhabit a subjective truth as Pattanaik suggests? Please provide any specific examples you may have thus far experienced while abroad.</li> <li>Is there such a thing as an “American” or “US” culture? If yes, what are its characteristics? If no, why not?</li> </ul> <p><b>III. Discussion Responses:</b></p> <p>All students watch, read and comment on at least <b>two</b> peer introduction videos and reading responses. Responses should be substantive, useful, and constructive. Respond to any discussion that develops in response to your original post.</p>	<p>Set up a supervisor meeting if not already scheduled!</p> <p>Make a selection for the Critical Book Response</p>
<p><b>Week 2</b></p> <p><b>Defining Culture &amp; Understanding your Host Country</b></p>	<p>(1) Geert Hofstede, “The Concept of Culture” in <i>Cultures and Organizations: Software of the Mind</i>, 3<sup>rd</sup> ed. Mc-Graw-Hill (2010).</p> <p>2) Hofstede Country Comparison Tool  <a href="https://www.hofstede-insights.com/product/compare-countries/">https://www.hofstede-insights.com/product/compare-countries/</a></p> <p>3) Commisceo Country Guide (for your country or most</p>	<p><b>I. Field notes:</b></p> <p>In your field notes for this week please incorporate news from your host country. What is the big issue being discussed in the local papers? Include a link.</p> <p><b>II. Reading Response:</b></p> <ul style="list-style-type: none"> <li>How did the Hofstede chapter on culture expand or complicate your understanding of culture as discussed in Week 1?</li> <li>Hofstede writes that “many values remain unconscious to those who hold them” (11). Are there values that you hold that you were previously unaware of that have now become more evident to you abroad?</li> </ul>	

	similar) <a href="http://www.commisceo-global.com/country-guides">http://www.commisceo-global.com/country-guides</a>	<ul style="list-style-type: none"> <li>As you consider the Hofstede chapter please reflect on those values, symbols, heroes and rituals that have shaped your enculturation process. How do these relate to the culture you are now living in?</li> <li>Visit Hofstede’s “country comparison tool” and the Commisceo Country Guide and read about the cultural values and practices of both your home country and that of your new host country as well as any others you may be familiar with. Do these assessments correspond to your own experiences and observations? Why or why not?</li> </ul> <p><b>III. Discussion Responses</b></p>	
<b>Week 3</b>  <b>Exploring Cultural Intelligence (CQ)</b>	<p>1) Howard Gardner, "In a nutshell," in <i>Multiple Intelligences: New Horizons</i> (Basic Books, 2006).</p> <p>2) Christopher Earley and Elaine Mosakowski, "Cultural Intelligence," <i>Harvard Business Review</i>, Oct, 2004.</p>	<p><b>I. Field notes:</b> In your field notes for this week you may also wish to reflect on Gardner’s MI theory in relation to your own natural intelligences and potential implications for choosing a career path that fits well with your perceived strengths.</p> <p><b>II. Reading Response:</b> Our readings for this week seem to present at times competing and contradictory arguments.</p> <ul style="list-style-type: none"> <li>Would “cultural intelligence” (or CQ) as Earley calls it fit the definition of an “intelligence” as proposed by Gardner?</li> <li>Is “cultural intelligence” something that can be learned or something that one inherently possesses?</li> </ul> <p><b>III. Discussion Responses</b></p>	Supervisor Interview Summary Due (deadlines vary: submit by the beginning of <b>your third week</b> )
<b>Week 4</b>  <b>Building Global and Cultural Competence</b>	<p>(1) Richard D. Lewis, "Categorizing cultures" in <i>When Cultures Collide (2018)</i>.</p> <p>(2) Chimamanda Adichie, “The Danger of a Single Story”, TED Talks <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_dan">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_dan</a></p>	<p><b>I. Field notes</b></p> <p><b>II. Reading Response:</b> Part 1: Does the process and study of “categorizing cultures” exemplified by the Lewis LMR model seem like a useful tool for building global competence and facilitating positive intercultural relationships and understanding? What are the strengths of such an approach? What are the</p>	

	<p><a href="#">ger of a single story/comments</a></p> <p>(3) Videos: “Africa for Norway” AND “Let’s Save Africa!”  <a href="http://www.africafornorway.no">http://www.africafornorway.no</a></p>	<p>potential risks or limitations?</p> <p>Part 2: Where does the country you are currently living in fall along Lewis’ spectrum? Does Lewis’ categorization of your current host country align or contradict your knowledge and experience thus far in this country? Did it cause you to rethink any cultural exchanges you may have had in a new or different light?</p> <p><b>III. Discussion Responses</b></p>	
<p><b>Week 5</b></p> <p><b>Building Global and Cultural Competence</b></p>	<p>(1) Alan Cornes, “Look in the Mirror: Who are You” and “Self-Imposed Barriers,” <i>Culture from the Inside Out: Travel and Meet Yourself</i>, Intercultural Press, 2004.</p>	<p><b>I. Field Notes</b></p> <p><b>II. Reading Response:</b></p> <p>Outline and discuss Cornes’ approach to building global competence and “CQ.” How does this approach reinforce, challenge, or respond to last week’s discussions? As always, conclude with further questions to discuss and explore.</p> <p><b>III. Discussion Responses</b></p>	
<p><b>Week 6</b></p> <p><b>Ourselves in the World</b></p>	<p>(1) Talya Zemach-Bersin, “American Students Abroad Can’t Be Global Citizens,” <i>Chronicle of Higher Education</i>, 3/7/2008, Vol. 54 Issue 26, pA34-A34.</p> <p>(2) Paulson-Smith (2019), <i>Entering the Single Story of Homophobic Africa – Find in Canvas</i>.</p> <p>(3) Alisha Prakash (2020), What is means to be a traveler of color  <a href="https://www.travelandleisure.com/essays/what-it-means-to-be-a-traveler-of-color">https://www.travelandleisure.com/essays/what-it-means-to-be-a-traveler-of-color</a></p>	<p><b>I. Field notes</b></p> <p><b>II. Reading Response</b></p> <p>The readings for this week explore the experience of being abroad from various positions of experience and identity. Please consider these readings in conjunction with last week’s readings and discussions by Cornes. What does it mean to be “ourselves” abroad while also adapting and navigating local cultures and customs?</p> <p>As part of your orientation some of you completed an activity called “Circles of My Multicultural Self”. Now that you are abroad, recollect what you anticipated prior to departure. How do those expectations now relate or connect</p>	

	Activity: “Circles of My Multicultural Self”	to your experiences thus far? If you did not complete this activity prior to departure, review the worksheet on Canvas and reflect.  <b>III. Discussion Responses</b>	
<b>Week 7</b>  <b>Global Citizenship &amp; Interconnectedness</b>	Note: before you start this week’s readings, see Part I of the Reading Response prompt!  (1) Karen Doss Bowman, “Global Citizenship Through a Global Lens” <i>International Educator</i> (2021) <a href="https://www.nafsa.org/ie-magazine/2021/7/1/global-citizenship-through-global-lens">https://www.nafsa.org/ie-magazine/2021/7/1/global-citizenship-through-global-lens</a>  (2) Eric Liu, “Why There is No Such Thing as Global Citizenship”, <i>The Atlantic</i> (2012) <a href="https://www.theatlantic.com/national/archive/2012/08/why-theres-no-such-thing-as-global-citizenship/261128/">https://www.theatlantic.com/national/archive/2012/08/why-theres-no-such-thing-as-global-citizenship/261128/</a>  (3) Ted Talk: Ethan Zuckerman, “Listening to Global Voices” <a href="https://www.ted.com/talks/ethan_zuckerman">https://www.ted.com/talks/ethan_zuckerman</a>	<b>I. Field notes</b> In your field notes please include an update on the issues in your local news (include a link!)  <b>II. Reading Response:</b>  Part I: Before doing any reading for this week please write down your impressions of global citizenship. What does it mean to be a global citizen? Do you consider yourself to be one or do you aspire to be one?  Part II: After completing this week’s readings, what are your thoughts and reactions to the concepts and arguments put forward? Going beyond the rhetoric of global citizenship, what do you think living like a global citizen would actually look like?  <b>III. Discussion Responses</b>	Informational Interviews due
<b>Week 8</b>	See syllabus for guidelines on writing your critical book response	<b>I. Critical Book Response</b>	

<b>Critical Book Response</b>			
<b>Independent Work Week</b>			
<b>Week 9</b>  <b>Integrating the Internship Experience: Final Essay &amp; External Audience Video Project</b>	<p>The final projects for this course are meant to serve as an opportunity for <b>reflection, integration, and articulation</b>. This means you will be asked to <i>reflect</i> on your experiences, <i>integrate</i> the knowledge and experiences gained in the field with course discussions and readings, and <i>articulate</i> what you have learned through these experiences. You are expected to provide peer feedback to at least one other student in discussion for the essay and two other students' videos. See syllabus above for full assignment descriptions.</p>		

### What's next?

During and after your internship experience, we encourage you to think about what comes next and what tools and opportunities will help you get there. You'll reflect throughout this course and your Intern Abroad Advisors and career services offices on campus are available to support you beyond that.

- **Check-in with your Intern Abroad Advisor!** Your advisor will contact you for a virtual video check-in while you're abroad and can talk to you about goals and what's next then and/or in a post-internship meeting.
- **Update your resume/CV!** Your career services office is a great resource to revise and polish this, especially with a new experience to highlight. Intern Abroad Advisors are also happy to provide feedback on presenting your internship experience.
- **Create or update your LinkedIn profile.** A LinkedIn profile is a great way to stay connected professionally with people on campus or from internships and to find future informational interview connections.
- **Request a reference.** As you wrap up or have an exit interview, it's a good idea to request a reference, if applicable. Your supervisor may be able to draft something while your contributions are fresh in their

mind if you expect to have a specific request in the coming year. You could also request a LinkedIn recommendation if they use that.

- **Attend our reentry lunch!** We'll discuss what's next for you on campus and beyond and how to incorporate your experience. Watch your email for an invite.