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## **INS 252: Cross-Cultural Reentry From Study Abroad**

### **Course description:**

This course is designed for students returning from a study abroad experience. The course will review the concept of reentry shock discussed in INS 250, examine the process of reentry, and provide strategies for integrating the study abroad experience with academics, professional goals and personal development.

### **Objectives of this course:**

This course provides a structured environment for returning study abroad students to reflect on knowledge and skills acquired abroad, and design strategies for integrating them with their academic and professional goals. These objectives will be accomplished through activities designed to:

1. provide support for dealing with the emotional and intellectual challenges that students face when returning from abroad;
2. encourage reflection on learning gained abroad, both cross-cultural competencies and personal identity development;
3. provide a theoretical framework for analysis of one's own experience and relating it to theories of cross-cultural communication
4. provide opportunities for students to integrate new skills and knowledge.

### **Course requirements:**

#### Readings:

- Bennett, Milton. (1993) *Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity*. In R. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.
- Borges, *The captive*. (1986) In J. Lewis and R.E. Jungman (Eds.) *On being foreign: Culture Shock in Short Fiction*. Yarmouth, ME: Intercultural Press.
- Ho, Liang. *Cross-Cultural Swinging: A Handbook for Self-Awareness and Multi-Cultural Living*. Pacific Asia Press, 1996. [Chapter 9: "Stereotypes and Cross-Cultural Communication," 67-75.]
- Paige, R. M. (2002). Post-Study-Abroad Unit: Continuing the Learning. In *Maximizing Study Abroad*. Minneapolis, 143-160. Center for Advanced Research on Language Acquisition, Minneapolis (= the book you already have)
- Moore, *Home sickness* (1986). In J. Lewis and R.E. Jungman (Eds.) *On being foreign: Culture Shock in Short Fiction*. Yarmouth, ME: Intercultural Press.
- Storti, Craig. (2001) *The Art of Coming Home*. Yarmouth, ME: Intercultural Press.  
Chapter 1: "Coming Home";  
Chapter 2: "The Stages of Reentry," (pp. 1-65)  
Chapter 5: "Special Populations" related to the "Exchange Student" (pp. 137-150)
- Theroux, *Yard Sale* 1986) In J. Lewis and R.E. Jungman (Eds.) *On being foreign: Culture Shock in Short Fiction*. Yarmouth, ME: Intercultural Press.

4 Written assignments (see below)

2 visits to INS 250

Mandatory class attendance

**Assignments and grading:**

<b>Writing Assignment #1: Reentry Story</b>	<b>25%</b>
<b>Writing Assignment #2: Significant Experience Abroad</b>	<b>25%</b>
<b>Writing Assignment #3: Cover letter (5) Resume (15)</b>	<b>20%</b>
<b>Personal Interest Project: (proposal (10), product (10), presentation (10))</b>	<b>30%</b>

*This assignment is designed to give you the opportunity to follow a line of inquiry of particular interest. You may design a project based on your future professional goals or an aspect of the language/culture that particularly interests you. Projects may include undergraduate research projects, photo portfolios/video diaries, case studies, web pages, educational programs, theatrical skits, or updating of country-specific orientation materials*

**OUTLINE/ description of your project proposal [Due week 4]**

Your proposal should include the following 5 sections:

1. abstract of the project (overview of what you plan on doing and how )
2. statement of the issue (what is the “problem” it will fix)
3. specific objectives and questions
4. plans to accomplish
5. intended outcome and with whom it can be shared

**Syllabus -- NB: Assignments are due the following week**

**Week 1: Getting back into the swing of things –or not?**

- ❖ Introductions and Review of Syllabus
- ❖ Defining Reentry shock
- ❖ Class Discussion:
  - Reacting to the Changes (*Maximizing Study Abroad*, p.148-9)
  - Class Discussion: Communicating with others after reentry
- ❖ Activity: I wish my parents and friends ....

Reading for week 2: Storti, ch. 1 , 2., and ch 5, pp. 137-150 [Be sure to do the reading BEFORE you write your reentry story]

Writing Assignment #1: Write your reentry story – identify symptoms of **reverse culture shock**, **reentry challenges**, and examples of **external validation** received or **lack thereof**. [500-650 words].

Criteria for evaluation:

identifies symptoms of reverse culture shock,	
identifies reentry challenges	
provides examples of external validation received	
provides examples of lack of external validation received	

**Week 2: “No one cares or understands!”-- Interpreting the experience to others.**

- Sharing of reentry story [Assignment #1] with peers
- Discussion of the readings
- Activity: Seeing the U.S. and the world in a new light (Handout –MaxSA, p.153)

Writing Assignment #2:

Recount a significant incident\* that occurred to you or that you observed while studying abroad. Attempt to include descriptions using all five senses. You may build on one of your INS 251 Journaling assignments, but be sure to incorporate all five senses.

*\*An incident is an event, something unexpected or out of the ordinary, that involved you, something that may have made you pause and wonder, something that stands out in your*

*experience, something that may need analysis or explanation to be fully understood.*

Criteria for evaluation:

Recount of incident	Pts	Comments
Senses involved : Touch -		
Smell -		
Hearing -		
Taste -		
Sight -		

Reading: Theroux, *Yard Sale*  
 Moore, *Home sickness*  
 Borges, *The captive*;  
 Bennett, “Toward Ethnorelativism” [Rephrase in your own words the progression through the first 4 stages]

**Week 3: Biculturalism/adaptation, i.e.** ability to function in two cultures with confidence.

- Sharing writing Assignment #2 with peers
- Handout: Self evaluation of change
- Discussion: cross-cultural awareness and skills developed while abroad
- Reading of past proposals

NB: Sign-up for 2 guest visits in INS 250. Select groups for Personal Interest Project.

Writing Assignment: Prepare Personal Project **Proposal** (see description above)

Reading: *Cross-Cultural Swinging: A Handbook for Self-Awareness and Multi-Cultural Living*.  
 Chapter 9: “Stereotypes and Cross-Cultural Communication”

**Week 4: Future professional goals.**

Identify skills and competencies valued by employers and build a portfolio of transferable skills. Learn about opportunities for future international experiences such as International Undergraduate Research Grants, work abroad, internships, or graduate school.

- Discussion + peer feedback on project proposal -- Complete it (by hand) and **Turn in your proposal!**
- Guest speakers from Career Services, Undergraduate Research Grant Committee, and International Internship Advisor – Carolyn Baird.

**Assignment #3a:** develop cover letter marketing the experience abroad.

*The cover letter should mention your study abroad in a way that suggests – if not downright emphasizes – the fact that you may indeed have gained some unique experience from your experience abroad. The idea is to highlight your study abroad in a way that gets a potential employer’s attention. While it may not compensate for a lack of qualifications, it often can spur enough interest in your candidacy to separate you from otherwise equally qualified applicants. ☺*

**Assignment #3b:** develop a resume emphasizing / marketing your experience abroad.

For both assignments, be sure to consult the Web sites that were presented

**Week 5: Assessment of learning.**

- Handout: A few questions to stimulate your self reflection
- Class Discussion topics: Theories of culture learning; research in the field of international education; Intercultural experience, multiculturalism, and social activism (cf. Chisholm’s definition of service learning)

Reading: TBA / Project presentation

**Week 6 (12<sup>th</sup> or 13<sup>th</sup> week)**

Class presentations and follow-up discussion of Personal Interest Projects