

IS523 SPRING 2017: Culture and the Global Workplace
[First assignments DUE February 13]

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COURSE DESCRIPTION AND OBJECTIVES

This on-line 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 inter-culturally. 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 internship placements. By the end of the seminar students should be able to:

- Critically discuss the role of culture in shaping human experience, identity, and communication.
- Define global competence and articulate strategies for building and measuring intercultural knowledge and competence.
- Identify strategies for productively responding to issues, conflicts and questions that may emerge in an intercultural context.
- Engage with basic principles of globalization and interconnectedness.
- Review, reflect, and describe their internship experience and effectively communicate the ways in which they have personally and professionally developed during their time abroad.
- Understand general aspects of the workplace in their country, and specifics of their industry.
- 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.

COURSE FORMAT

IS523 is an on-line virtual 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 Learn@UW and Skype to communicate and share ideas throughout the semester. Through the Learn@UW interface you will post field notes documenting your learning experiences in your host country (more on this below). You will also post weekly responses to assigned readings and will participate in an on-line discussion of these readings and each other's field notes.

IMPORTANT Assignments are due Mondays by 9am CDT. If you will be traveling over the weekend please plan accordingly. The discussion period will be between Monday 9am and Thursday at 5pm CDT. Your posts should be spread out between Monday and Thursday. Don't wait until Thursday afternoon to start responding!

To meet *minimum* satisfactory course requirements each week you will be expected to read and respond to at least **THREE** peer field note postings and contribute at least **THREE** times to the reading response discussion. You are also expected to read and respond to questions or discussion that develops in response to your own field notes or reading response. This means that at a *minimum* there will be eight to ten posts from you each week.

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. For information about semester laptop rentals contact DoIt: <http://www.doit.wisc.edu/repair/rentals/>

Required Readings:

Steger, Manfred, *Globalization: A Very Short Introduction*, Oxford University Press (2013) *****(Be sure to purchase the 2013 edition!)*****

In addition, article readings and excerpts will be assigned throughout the semester and will be available on Learn@UW. Readings will also be available in the form of a course reader. If you are travelling to a destination with intermittent electricity or internet you are required to obtain a copy of the course reader from Michelle Kern Hall prior to departure.

In addition, you are **required** to obtain a copy of **ONE** of the following books prior to your departure. A critical analysis of your selected book will be due week 9 of the course. Start reading early!

Critical Book Review (choose one):

1. Rivoli, Pietra (2009). *The Travels of a T-Shirt in the Global Economy*. New York: Wiley
2. Kristof, Nicholas (2010). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Random House.
3. Yang, Kao Kalia (2008). *The Latecomer: A Hmong Family Memoir*. Minneapolis: Coffee House Press.
4. Katz, Jonathan (2013). *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. New York: Palgrave Macmillan.
5. Adichie, Chimamanda Ngozi (2013). *Americanah*. New York: Random House.

You are also encouraged to obtain a country-specific guide that discusses the cultural practices, etiquette, and customs of your host destination, such as the "Culture Shock!" series or similar.

COURSE REQUIREMENTS & ASSESSMENT

Field Journal	15%
Reading Responses and Other Writing Assignments	45%
Critical Book Analysis	10%
Research Paper	15%
Final Field Notes	10%
Final External Audience Project	5%

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

Field Journal (due weekly): The field journal is intended to encourage and facilitate critical reflection for students during their time abroad and in their internships. Students will post an edited version of their own field notes on a weekly basis and will be expected to comment on and provide feedback to peer posts each week. Field notes should typically be between 350-500 words. Although the content of field journals will vary according to individual student circumstances 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 jobs/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 you have learned about your organization that you did not know previously.
- 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.

DISCUSSION & WRITING ASSIGNMENTS:

Reading Responses (due weekly): Over the semester you will be required to post weekly responses to assigned readings and to respond to posts by fellow classmates. *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. Reading responses should be between 400-600 words and 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 this week's readings and connections to previous readings and discussions. Include page numbers and

citations to support and build your argument. (III) Concluding paragraph containing any “burning questions” that arose from these readings that you hope to discuss further in this forum.

Meeting with Supervisor (due week 3): Students will schedule an interview with their supervisors to discuss the organization and the intern’s place in it, their specific job description and the employer’s expectations of the intern. This assignment will be used by students to reflect on their ongoing interactions within their organization, and ultimately gauge the accuracy of the employer’s expectations at the end of the internship in their final field notes. If you have already been on-site for several weeks at the start of the course, the interview with your supervisor should be used as an opportunity to touch base with your supervisor regarding your role, duties, and expectations. A *synthesis* of your interview should be included in your week 3 field notes (in addition to, not in lieu of—meaning your field notes for this week will be longer than normal). Be sure to include your reactions to the process of speaking with your supervisor and any questions that you may still have.

Informational Interview/Coffee Meeting: An informational interview is a meeting that you initiate with an individual working in your field of interest. It is not a job interview, but rather an opportunity to gain valuable inside information and advice from individuals working in the field. The interview serves to help clarify and define your career goals and gain insight into careers, industries, or organizations you may be interested in. PLEASE read the “informational interviews: a networking tool” pamphlet on Learn@UW before scheduling your interview. Although the report of your interview is not due until week 8 you should begin *now* thinking about an individual you would like to meet with and plan your meeting early.

Critical Book Analysis and Discussion (5-7 pages): Please note that this is not a book summary, but rather a critical and thoughtful analysis of the book you have selected. An effective book review will:

- 1) Clearly, cogently, and concisely present the central arguments and “big picture” of the book you have selected. Keep in mind that several of your peers will not have read this book. Your first and final paragraphs should be extremely clear in presenting the “take-away” or the book’s primary thesis and concluding arguments.
- 2) Place the book into context and dialogue with any other readings you have done with this course or outside of this course as applicable. That is to say, what points of connection or dissonance surfaced between this reading and other readings and discussion you have done in this course? If you already have experience and knowledge of the topic you can also incorporate it into the body of your discussion.
- 3) Conclude with burning or pertinent questions and points of discussion that emerged from your reading.

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

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

Research Paper (10-12 pages): The objective of the research paper is to allow students to explore in greater depth a topic discussed in this course. The paper also serves to provide students additional experience with careful and critical in-depth reading; identifying and developing a research topic; conducting on-line research and evaluating sources; and presenting their analyses.

Ideally, your final paper will investigate a topic raised in the book that connects to others presented in our course (e.g. culture, identity, inter-cultural communication and collaboration, cultural and global competence, globalization, interconnectedness, cosmopolitanism and global

citizenship) and may or may not be connected to the book you select for your critical book analysis. Students are expected to make full-use of the on-line resources accessible with a student NetID through the UW-Madison libraries: <http://www.library.wisc.edu>. Additional information on identifying and developing research topics and writing research papers will be discussed in class and is also available through the UW Writing Center: <http://www.writing.wisc.edu/Handbook/PlanResearchPaper.html>

Final Field Notes (8-10 pages) 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 Field Notes should include:

- An analysis of the organization's activity and mission and the global context in which it operates.
- 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 over the course of the semester 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 globally and cultural 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?
- How has this experience abroad solidified or changed your career focus?

External Audience Project: 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 1 minute in which they comfortably, conversationally, and professionally present themselves and the learning outcomes of their international internship experience. Additional instructions and guidelines will be shared in class.

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 as your own ideas or words that belong to someone else. 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: <http://students.wisc.edu/doso/acadintegrity.html>

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 ****Please be aware that this schedule is tentative and subject to revision****

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 Financial Times*, or *The Guardian* to your daily reading mix.

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 01 Getting Started

For this session, you will familiarize yourself with our shared space on Learn@UW, update your profile and submit the first of your weekly field notes and reading responses.

I. Writing your first field notes

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 writing about your first impressions and get you in the habit of observing where you are living and working. These reflections are your field notes, which you will write and post weekly.

(1) Log-on to Learn@UW. The course syllabus, announcements, readings, and grade book will all be available and accessed through this page. Begin by updating your profile, including a picture of yourself.

(2) You will post field notes to the designated discussion forum every week. For the first week, please be sure your field notes include the following information:

- An introduction of yourself, your major, goals, and languages you've studied.
 - 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.
 - A description of the organization you're interning with and why you chose to intern with this organization. Briefly describe the mission, purpose, audience, and history of your organization. DO NOT cut and paste this information from the organization's website. Rather, provide a synthesized description in your own words. Include any questions you may still have about the organization, its purpose and or operation
- (3) ALL students read and comment on at least 3 fellow student's field notes. Responses should be substantive, useful, and constructive.

VIDEO OPTION: Students also have the option to submit the first round of introductory field notes as an introductory video. The video should be no longer than 3 minutes and should contain the information requested above.

II. Required Reading

- (1) Soderstrom, "A single lucid moment," in Building Bridges: A Peace Corps Classroom Guide to Cultural Understanding (2008).
- (2) Pattanaik, "East vs. West: The Myths That Mystify" TED talk: http://www.ted.com/talks/devdutt_pattanaik.html

III. Writing Assignment and Discussion:

Each week you will be given a prompt containing "reading questions" to consider when completing your assignments for the week. Reading responses should be at least one single spaced page (approx. 400 words) and 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 this week's readings. Include page numbers and citations to support and build your argument. (III) Concluding paragraph containing any "burning questions" that arose from these readings and that you hope to discuss further in this forum.

A few hints, reminders, and suggestions:

- The "subject" of your posts should provide your reader some indication about the content of your post. For example "Difficulty Communicating with My Supervisor" is a more inviting subject than "Week 2 Field Notes." Which one would you be more curious to read?
- Always save a copy of everything you post for your own records!
- In order to avoid undesirable formatting use a simple-text word processing program (such as Notepad) to prepare your assignments. If you must cut and paste from Microsoft Word, use the special icon provided in the text box.
- 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.

COURSE CALENDAR ** SUBJECT TO CHANGES**

Date	Topic	Readings	Assignments	Special Projects
Week 1 (Feb 13-16)	Getting Started	(1) Robert W. Soderstrom, "A single lucid moment," (2) Devdutt Pattanaik "East vs. West: The Myths That Mystify" TED talk: http://www.ted.com/talks/devdutt_pattanaik.html	I. Field notes due for all students II. Writing Assignment & Discussion 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. Part II: Is there such a thing as an "American" or "US" culture? If yes, what are its characteristics? If no, why not? See syllabus for how to structure a reading response.	
Week 2 (Feb 20-23)	What is Culture?	(1) Larry A. Samovar & Richard E. Porter, "Understanding Culture: Alternative Views of Reality," in <i>Communication Between Cultures</i> , (Wadsworth Publishing Company, 2004). (2) Malcolm Gladwell, "The Ethnic Theory of Plane Crashes," in <i>Outliers: The Story of Success</i> (Little Brown and Company, 2008). Pgs. 177-224.	I. Field notes due for all students II. Writing Assignment & Discussion: Please structure your reading response with: (I) Introductory paragraph synthesizing the central arguments of this week's readings (II) Observations, reflections and considerations on this week's readings. Include page numbers and citations to support and build your argument. (III) Conclude your responses each week with any "burning questions" that arose from these readings and that you hope to discuss further in this forum.	
Week 3 (Feb 27- March 2)	Exploring Cultural Intelligence (CQ)	1) Howard Gardner, "In a nutshell," in <i>Multiple Intelligences: New Horizons</i> (Basic Books, 2006). 2) Christopher Earley and Elaine Mosakowski, "Cultural Intelligence," Harvard Business Review, Oct, 2004.	I. Field notes due for all students II. Writing Assignment & Discussions Our readings for this week seem to present at times competing and contradictory arguments. Would "cultural intelligence" (or CQ) as Earley calls it fit the definition of an "intelligence" as proposed by Gardner? Is "cultural intelligence" something that can be learned or something that one inherently possesses? 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.	Supervisor Interview Summary Due

Date	Topic	Readings	Assignments	Special Projects
Week 4 (Mar 6-9)	Building Global and Cultural Competence	1) Richard D. Lewis, "Categorizing cultures" in <i>When Cultures Collide</i> (1996). (2) Chimamanda Adichie, "The Danger of A Single Story", TED Talks http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html (3) Videos: "Africa for Norway" AND "Let's Save Africa!" http://www.africafor norway.no	I. Field notes due II. Writing Assignment & Discussion: Part I: 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 potential risks or limitations? Part II: 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?	
Week 5 (Mar 13-16)	Building Global and Cultural Competence	(1) Alan Cornes, "Travel and Meet Yourself" and "Self-Imposed Barriers," <i>Culture from the Inside Out: Travel and Meet Yourself</i> , Intercultural Press, 2004. (2) Video: "My Foreign Roommate" https://youtu.be/XHCAEqSijjk	I. Field Notes Due II. Writing Assignment and Discussion: 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 needed to be discussed and explored.	
Week 6 (Mar 20-23)	Globalization & Interconnectedness	1) Selections from Manfred Steger, "Globalization: A Very Short Introduction" (2013). Read 1-22;35-86;131-137.	I. Field notes due II. Writing Assignment & Discussion: Part 1: In your writing response for this week, I would like you to consider the history, dimensions, and definitions of globalization provided by Steger. What are the challenges and opportunities of globalization as outlined by Steger? Part 2: How is globalization affecting the country you are currently living in? To begin to answer this question you will need to do some research as well as dialogue with co-workers and other locals you have met. How do they perceive globalization is affecting their country? Do they view this as a positive or negative force? You may wish to focus on one aspect of the globalization elephant: economic, political, cultural or ecological.	

DATE	TOPIC	READINGS	ASSIGNMENTS	
Week 7 (Mar 27-30)	Global Citizenship: History and Application	<p>1) Garrett Wallace Brown and David Held “Editor’s Introduction” in The Cosmopolitanism Reader) Garrett Wallace Brown and David Held “Editor’s Introduction” in The Cosmopolitanism Reader</p> <p>2) Peter Singer, “The Why and How of Effective Altruism” https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism</p> <p>2) Louise Douglas, “Valuing Global Citizenship,” Teaching Geography, Vol. 26, No. 2 (APRIL 2001), pp. 89-90.</p>	<p>I. Field notes due</p> <p>II. Writing Assignment & Discussion:</p> <p>Part I: Before doing any reading for this week I’d like you to write down your impressions of cosmopolitanism and 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?</p> <p>Part II: After completing this week’s readings what are your thoughts and reactions to the concepts and arguments put forward?</p>	
Week 8 (April 3-6)	Further Considerations on Global Citizenship & Cosmopolitanism	<p>1) Ivan Illich, “To Hell With Good Intentions”</p> <p>2 Talya Zemach-Bersin, “American Students Abroad Can’t Be Global Citizens,” Chronicle of Higher Education, 3/7/2008, Vol. 54 Issue 26, pA34-A34.</p> <p>3) Eric Liu, “Why There is No Such Thing as Global Citizenship”</p> <p>4) “Are You Smart Enough to Be a Citizen?” http://www.theatlantic.com/magazine/archive/2013/07/what-if-you-had-to-earn-american-citizenship/309398/</p>	<p>I. Field notes due</p> <p>II. Writing Assignment & Discussion</p> <p>Please consider this week’s readings and discussions in conjunction with last week’s conversations on citizenship.</p>	Informational Interviews due
April 10-13	Independent Work Week: Use this week wisely to complete your final papers and projects!			
Week 9 (April 17-20)	Critical Book Review & Discussion		<p>I. Field notes due</p> <p>II. Book review: Post a critical review of the scholarly book you chose to read for this course and read and respond to those posted by your peers. See syllabus for detailed instructions.</p>	Book analysis due

Week 10 (April 24-27)	Research Paper Development	(1) UW-Madison Writing Center Writer's Handbook, "Writing Process and Structure" and "Writing a Research Paper" http://www.writing.wisc.edu/Handbook/index.html (2) "Evaluating Sources" Harvard Guide to Using Sources, http://isites.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup107786	I. Field Notes Due II. Research Topic Proposal: This should be no more than 1 page and should include the research question you are interested in developing as well as any preliminary sources you have identified.	Research Topic Proposal due
May 1	Integrating the Internship Experience: Final Field Notes and External Audience Project Video	Due this Monday are your Final Field Notes and External Audience Project. The final projects for this course are meant to serve as an opportunity for reflection, integration, and articulation . 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 three other students.		
May 12	Research Projects Due	Final Research Papers Due to Drop Box		