IDS4930 – Study Abroad Re-entry Seminar

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Office Hours: Mondays from 2-3pm on Zoom, or by appointment
Texts: PDFs and links will be distributed through Canvas

COURSE DESCRIPTION:
You’ve returned from an intensive experiential learning activity – study abroad. This Global Engagement course is a dedicated space for you to reflect on this activity, to make connections between the conceptual and the concrete, and to raise critical questions that have emerged from your experience.

Some of the key focal points around which our conversations will revolve include: How did your time abroad influence you to approach personal, professional, and academic goals differently (or did it)? What new questions do you have as a result of this experience? What were some of the strengths of this engagement in terms of advancing your interest in or knowledge of particular issues? What were some of the contradictions and challenges associated with your time in the field? Students should be prepared to share their reflections through written journal entries, regular Zoom conferences, and a final multimedia project.

Part of the Beyond120 Professional Development Curriculum, this one-credit course is designed to prepare students to take advantage of – or even create – opportunities for global engagement.

STUDENT LEARNING OUTCOMES:
To encourage the personal, academic, and professional development of globally minded students, the course will also ask students to:

- Understand the benefits that global engagement brings to academic attainment, employment opportunities, and personal development.
- Examine the impact and implications of international engagement and global service and reflect on their own personal ethic for global learning.
- Create an action plan for globalizing their course of study that integrates world experience, civic engagement, and professional development.

ASSIGNMENTS:
Most weeks, there will be assigned readings. These will be posted accordingly in the Course Schedule and Assignments below. Aside from readings, there are three main types of assignments.

Journal Entries (65% of overall grade): There are 14 journal entries detailed below in the schedule, one for just about every week of the semester. Unless otherwise stated, each journal entry should be about 500 words in length. You are welcome to go longer than that. Shorter entries usually indicate lack of engagement with the question at hand. I will evaluate each entry based on its quality of thought, engagement with relevant readings and experiences, and comprehensiveness in addressing the questions at hand. I will not be reading for quality of writing, grammar, spelling, or anything like that. Think through the issues; don’t worry about sentence structure. The journal entry for each week should be submitted to Canvas in a single Word file on Fridays by 11:59pm. (This is a recommended deadline. It is OK if you submit the assignment after this deadline, for any reason at all.)
Regular Zoom Conferences (10% of overall grade): Every three weeks or so, we will meet in a Zoom conference. We will use that time to discuss your experiences overseas, your future goals for global engagement, the writing you have submitted, and your multimedia project.

Final Multimedia Project (25% of overall grade): For the final project, you will have two choices:

- **Video reflection:** Make a YouTube video (or a series of shorter videos) that synthesizes your own experiences and what you’ve learned in a format that is memorable and accessible and helps others see what opportunities may exist for them. The video should be about 10-12 minutes long (or, if shorter videos, should total about that).
- **ePortfolio:** You may choose to develop an ePortfolio that will allow you to share your global and professional learning journey.

Details will follow.

**OTHER STUFF:**

- **Deadlines and Work Expectations.** Assignments are due on Fridays at 11:50pm. Missed deadlines mean work is piling up. Get your assignments in on time. This having been said, I know you are dealing with stress from an unprecedented number of sources outside of school and your usual everyday lives. We are living in a time of political and social protest, and one of this country’s most important presidential elections will occur in the middle of our semester. And of course we are still very much in the middle of a pandemic. Many of you may be dealing with economic stress, family care, and work disruptions, among other things. If you feel like you cannot complete assignments on time, please let me know. I will try to be flexible and can help connect you with any resources you might need.

- **DRC Accommodations.** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/). It is important for you to share your accommodation letter with me and discuss your access needs as early as possible in the semester.

- **Online Course Evaluations.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

**COURSE SCHEDULE AND ASSIGNMENTS:**

**UNIT ONE: REFLECTING ON YOUR TIME ABROAD**

We’ll start off this course with a week of reflection on the experience overseas that, sadly, came to an abrupt and premature end. There are no foundational readings (articles) and watchings (videos), although I will post suggestions on Canvas.

**Week 1: Thinking Back (Journal Entry #1 due to Canvas by 11:59pm on Friday, Sept. 4)**
UNIT TWO: GLOBAL CITIZENSHIP
“Global Citizenship” is a feel-good term that is actually quite complex and controversial. At its root, it suggests that every human life is equally valuable, and the multiple positions and perspectives that do not fundamentally violate that first principle must be respected. But the tension between “Global Citizenship” (which, of course, is simply an idea) and national citizenship (which has the weight of law and armies behind it) is palpable. And this has come through during the current COVID-19 pandemic, as a debate over collaborating across national lines to fight a threat to humanity has run into the interests of individual nations to protect their citizens.

UNIT THREE: YOUR OVERSEAS EXPERIENCE AND YOUR FUTURE
Prepare to market your strengths and skills to future employers or graduate and professional schools. Think about your future goals and the skills and experiences that are highly regarded for that field. We’ll start to link these to the ways you have demonstrated these skills during your time overseas, and help you incorporate the language around intercultural communication into your skillset.

UNIT FOUR: COMMUNICATE AND ACTIVATE
This last unit focuses on translating the experience. How will you explain what you’ve learned to people whose knowledge, either of the place you visited or the transformation that you underwent, may be limited?