

Online Course Syllabus

Course Name and Number: *Power of One-Iceland: Paradoxical Iceland, IS610*

Credit Hours 3.0

Term/Term Section/Year Spring II 2020

Course Introduction

Instructor:	This information will be included in the first week announcement.
Office and Hours:	
Phone:	
E-mail:	
Course Website:	

Official Course Description

Power of One: Paradoxical Iceland will explore Iceland's paradoxes, including those of progress and tradition, its history of economic independence, interdependence, and dependence, and its current ecological conservation and capitalization. It will focus on learning about Iceland's geography, history, politics, economy, and culture, and includes an immersive experience in which students will learn from Icelanders themselves.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.

By the end of this course, students will be able to...

- Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - Articulate how history impacts Icelandic culture.
 - Demonstrate understanding of social life in Iceland.
 - Demonstrate understanding of work-life and business psychology in Iceland.
 - Articulate how art reflects culture and psychology.
- Analyze differences between host culture and own culture.
 - Analyze how different national histories can create cultural and psychological differences.
 - Articulate how differences in social life can reflect and influence differences in culture.
 - Articulate how differences in art reflect differences in culture.
 - Analyze differences in local customs and social norms between Iceland and other countries.
- Examine global perspective in relation to their professional and academic goals.
 - Articulate gap between current state of their global perspective and their goals and their plan to address it in this course.
- Explain personal, professional and academic impact of their experience abroad.
 - Articulate how they are transformed by their experience in Iceland.

Professional Behavior

A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

By the end of this course, students will be able to...

1. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - a. Articulate intentions to reflect cultural awareness, sensitivity and humility.
2. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - a. Anticipate one's behavior in ambiguous situations.

3. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - a. Demonstrate understanding of the value of cultural competence and cultural humility.
4. Demonstrate ability to be self-reliant in non-classroom environment.
 - a. Reflect on areas of competence and development in self-reliance skills.

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN-13	Publisher's Price
Ring of seasons: Iceland, its culture and history	9780472109265	\$28.95
The Little book of the Icelanders: [50 miniature essays on the quirks and foibles of the Icelandic people]	9789979221814 997922181X	\$21.99/\$7.99 (Kindle)

Required Readings

Arts & Culture. (n.d.). Retrieved from <https://www.iceland.is/arts-culture>

Ástvaldsson, J. P. (2017, September 02). In Focus: Mental Health Care System Criticized. Retrieved from <http://icelandreview.com/news/2017/09/02/focus-mental-health-care-system-criticized>

Bergmann, E. (2009). Sense of sovereignty. how national sentiments have influenced Iceland's European policy. *Stjórnmal Og Stjornsysla*, 5(2), 203-224. doi:<http://dx.doi.org.tcsedsystem.idm.oclc.org/10.13177/irpa.a.2009.5.2.1>

Brydon, A. (2006). "The Predicament of Nature: Keiko the Whale and the Cultural Politics of Whaling in Iceland." *Anthropological Quarterly*, vol. 79, no. 2, 2006, pp. 225–260. JSTOR, JSTOR, www.jstor.org/stable/4150998.

Chapman, M. (2013, October 25). Gender Equality in Iceland. Retrieved from <https://guidetoiceland.is/history-culture/gender-equality-in-iceland>

Culture of Iceland. (2018, September 07). Retrieved from https://en.wikipedia.org/wiki/Culture_of_Iceland

Despite high living standards Iceland is among the countries with most people living abroad. (n.d.). Retrieved from <http://icelandmag.is/article/despite-high-living-standards-iceland-among-countries-most-people-living-abroad>

Eyjolfsdottir, H. M., & Smith, P. B. (1996). Icelandic business and management culture. *International Studies of Management & Organization*, 26(3), 61-72. Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/224051045?accountid=34120>

Iceland. (n.d.). Retrieved from <https://www.heritage.org/index/country/iceland>

Iceland profile - Timeline. (2018, May 28). Retrieved from <https://www.bbc.com/news/world-europe-17386859>

Kestenbaum, D. (2011, May 10). The Island That Ran Out Of Money. Retrieved from <https://www.npr.org/sections/money/2011/05/23/136149022/the-island-that-ran-out-of-money>

Kristjansdottir, E. S., & Christiansen, T. (2017). "...You have to face the fact that you're a foreigner": Immigrants' lived experience of communication and negotiation position toward their employer in iceland. *Journal of Intercultural Communication*, (44) Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1963400856?accountid=34120>

Lacy, T. G. (1998). *Ring of seasons: Iceland, its culture and history*. Ann Arbor: University of Michigan Press. (Book)

- Olafsdottir, S. (2007). Fundamental causes of health disparities: Stratification, the welfare state, and health in the United States and Iceland*. *Journal of Health and Social Behavior*, 48(3), 239-53. Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/201663652?accountid=34120>
- Oslund, K. (2002). Imagining Iceland: Narratives of nature and history of the north atlantic. *British Journal for the History of Science*, 35(126), 313-334. Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/215750751?accountid=341200>
- Rennie, F., Sigurbjörg Jóhannesdóttir, & Kristinsdóttir, S. (2011). Re-thinking sustainable education systems in Iceland: The net-university project. *International Review of Research in Open and Distance Learning*, 12(4) Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1634474191?accountid=34120>
- Sigmundsdóttir, A. (2012). *The Little book of the Icelanders: [50 miniature essays on the quirks and foibles of the Icelandic people]*. Reykjavík: Veka-Helgafellrtur. (browse excerpts) (Book)
- Stjórnarráð Íslands. (n.d.). Retrieved from <https://www.government.is/>
- Svala Guðmundsdóttir, Þórhallur Guðlaugsson, & Gylfi, D. A. (2015). Icelandic national culture compared to national cultures of 25 OECD member states using VSM94. *Stjórnmal Og Stjórnslá*, 11(1), 19-n/a. Retrieved from <https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1693673798?accountid=34120>
- Tummino, A. & Fleder, A. (2014) Iceland's new business class. *Americas* <http://www.americasquarterly.org/content/Iceland-s-new-business-class>
- When Anthony Bourdain visited Iceland to eat the worst food he'd ever taste. (n.d.). Retrieved from <https://icelandmag.is/article/when-anthony-bourdain-visited-iceland-eat-worst-food-hed-ever-taste>

Optional but Recommended Texts and Readings

Insert any optional but recommended texts and readings in current APA format.

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSP - International Travel Registration](#)

Course Rubric

Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.</p>	<p>Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.</p>
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>

Discussion Forum Scoring Rubric

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. 3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. 3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. 2.5 points or lower	4 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. 4 points	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. 3 points	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). 2.5 points or lower	2 Points Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post.	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post.	2 Points

	2 points	substantive as the "exemplary" category. 2 points	attention to feedback received but are not substantive. 2 points	2-0 points	
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Assignment Rubric- Capstone Assignment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Plan for learning in-country	Student fails to identify learning objectives for time spent in-country. Does not include a plan for achieving learning objectives 0 points	Student identifies learning objectives for time spent in-country. Does not include a plan for achieving learning objectives 10 points	Student identifies learning objectives for time spent in-country but does not include a specific, actionable plan for achieving learning outcomes. 17 points	Student identifies learning objectives for time spent in-country including specific behaviors, skills, and knowledge that they will “take-away”. Includes a plan for how this will be accomplished in clear, actionable steps. 20 points
Topics of interest	Student does not identify topics of interests about Iceland. 0 points	Student identifies one topic of interest about Iceland but does not use scholarly references for support. 5 points	Student identifies one topic of interest about Iceland and includes less than three scholarly references as support. 7 points	Student discusses two topic of interest s about Iceland and includes scholarly support for these topics. Student includes at least 3 scholarly articles or books as support. 10 points
Interview protocol	Student does not discuss review of interview protocol and fails to revise questions. 0 points	Student discusses review of interview protocol but fails to revise questions. 5 points	Student discusses review of interview protocol and revises questions. Student fails to include reasoning for changes made. 7 points	Student discusses review of interview protocol and revises questions based on time spent in this course, including resources provided. Student outlines changes made to protocol with clear reasoning. 10 points
APA format/style and grammar	Four or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout. 0 points	Three or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout. 5 points	Two or more of the following: Student fails to follow APA style and format guidelines (Times New Roman 12pt font, double-spaced, with title page and reference page). Paper exceeds 10 pages of content. Grammatical and spelling errors throughout. 7 points	Paper does not exceed 10 pages, is in Times New Roman 12pt font, double-spaced, with title page and reference page. Paragraphs are 3-5 sentences in length. Paper is free from grammatical errors. 10 points
Total				50 total points

Course Schedule, Assignments, and Grading

Extra Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – Frist Week upon Return

Module/PLO's/MLO's/CLO's	Unit/Overview	Readings	Assignments/Points Please include DAY due and MLO addressed for each assignment/activity	Assessment Method/Tool Used
<p>Module 1 Orientation to Global Perspectives and Study Abroad in Iceland</p> <p>Overview– attach powerpoint: Iceland is one of the world's oldest democracies, yet has a relatively short history as a populace. The geography is both beautiful and forbidding, both isolated from and close to Europe. Icelanders are warm and gracious to visitors and, although theirs' is a nation of ancestral immigrants, may be somewhat cooler toward its recent immigrants than to tourists passing through. Iceland is highly progressive, with sophisticated ecological sustainability policies, is considered the best nation for working women, and its literacy</p>	<p>Unit 1 Overview/Title: Orientation to Global Perspectives and Study Abroad in Iceland Part I</p> <p>In this unit you will get to know your classmates (and future travel-mates), take a Global Perspectives Inventory and share your perspectives with others. This will help you begin your journey of self-development and "showing up" appropriately in your study abroad experience.</p> <p>PLO addressed: Apply theoretical and practical knowledge about ethnic, racial, gender,</p>	<p>"What to Know Before You Go" TCSPP Study Abroad Pre-Departure Handbook</p> <p>Students will need to complete International Travel Registration one month prior to travel at the latest- please list where you wish: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx</p>	<p>Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class.</p> <p>Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>Unit 1 Discussion 1: What is your Global Perspectives? Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST</p> <p>What has been the extent of your contact with the country in which we will travel?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).</p> <p>What did you learn about yourself from completing the Global Perspectives Inventory? How do you</p>	<p>0 Points</p> <p>2 Points</p> <p>10 Points</p>

<p>rate is the highest in the world, yet its economy is precarious. Throughout its history and despite many setbacks, Iceland has continually reinvented itself, making intentional choices to effect a deliberate culture, sometimes by turning toward progress, other times to tradition, with an admirable degree of success.</p> <p>What can any of us, as members of our own paradoxical nations, communities, and workplace and other organizations learn from Iceland's culture and history?</p> <p>PLO addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Examine global perspective in relation to their professional and academic goals.</p> <p>MLOs Addressed: Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>		<p>anticipate your perspective will change after your international experience?</p>	
<p>CLOs Addressed: Examine global perspective in relation to their professional and academic goals.</p> <p>Module Learning Outcomes (MLO): Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>	<p>Unit 2 Overview /Title: The Paradox(es) of Iceland</p> <p>In this unit you will reflect on the results of your GPI and how you hope you will develop as a result of this experience.</p> <p>PLO addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Examine global perspective in relation to</p>	<p>Svala Guðmundsdóttir, Þórhallur Guðlaugsson, & Gylfi, D. A. (2015). Icelandic national culture compared to national cultures of 25 OECD member states using VSM94. Stjórnmal Og Stjórnsýsla, 11(1), 19-n/a. Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1693673798?accountid=34120</p>	<p>Unit 2: Written/Activity Based on the results of your GPI, what personal and professional goals for continued growth do you hope to achieve by visiting Iceland? How will your goals impact your work with others? Why is it important for your work to learn about other cultures? Why Iceland in particular?</p>	<p>20 Points</p>

	<p>their professional and academic goals.</p> <p>MLOs addressed: Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p>			
<p>Module 2 Overview– attach powerpoint: Geography and History</p> <p>Iceland, despite its proximity to the North Pole, is not particularly cold in the winter, although it does not get very warm in the summer; its name comes from the word “Island.” And while far from tropical, its island status does impart a unique culture, and always has. This began with the fact that as it was (and is) small, remote and surrounded by ocean, there were no indigenous cultures in Iceland, but a series of discoveries by explorers. It has no navy, no guns and little crime, but active volcanoes, geysers, long winter nights and long summer days, and beautiful, dangerous waterfalls. It was multiply colonized, and although it has been active in worldwide anti-apartheid efforts, during one period some of its citizens kept Irish as slaves. Its culture is not</p>	<p>Unit 3 Overview /Title: Geography and History Part I</p> <p>Iceland is a small, relatively remote island country with a unique geology. Compared to many other countries, its geography and geology has had a profound and concentrated influence on its culture. As you reflect on last week’s assessment and reading, read the Oslund article, and browse the Sigmundsdottir text, please consider what connections do you see between geography and culture.</p> <p>PLO addressed: A graduate will be able to apply theoretical and</p>	<p>Orientation: log in information will be sent to you via email.</p> <p>Oslund, K. (2002). Imagining Iceland: Narratives of nature and history of the north atlantic. <i>British Journal for the History of Science</i>, 35(126), 313-334. Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/215750751?accountid=341200</p> <p>Sigmundsdóttir, A. (2012). <i>The Little book of the Icelanders: [50 miniature essays on the quirks and foibles of the Icelandic people]</i>. Reykjavík: Veka-Helgafellrtur. (browse excerpts)</p>	<p>Unit 3 Discussion:</p> <p>Please write a paragraph including the following: What associations did you have with Iceland before this course? How have they changed, if they have changed so far? How do you expect them to evolve? What are you curious about? What are some questions you have about Iceland and the Icelandic and how do you plan to pursue the answers in class, in your own self-directed reading, and through engaging with Icelanders when we get to Iceland?</p>	<p>10 Points</p>

<p>quite European, and not even all that Nordic. Iceland is unique, and its uniqueness can help us understand the importance of context in every cultural encounter, which means any encounter involving more than one human.</p> <p>PLO addressed: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p>	<p>practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>MLOs Addressed: Articulate how history impacts Icelandic culture.</p>			
<p>Analyze differences between host culture and own culture.</p> <p>MLOs Addressed: Articulate how history impacts Icelandic culture.</p> <p>Analyze how different national histories can create cultural and psychological differences.</p>	<p>Unit 4 Overview: Geography and History Part II</p> <p>Sigmundsdottir (2012) refers to numerous Iceland cultural “paradoxes.” These may be illuminated by looking at its history. If we view history (as we may individual development) as a dialectical unfolding, we may realize that questions lead to more questions, more so than definitive answers. That said, many of the historical events were turning points that Iceland responded to with</p>	<p>Iceland profile - Timeline. (2018, May 28). Retrieved from https://www.bbc.com/news/world-europe-17386859</p> <p>Continue reading: Sigmundsdóttir, A. (2012). The Little book of the Icelanders: [50 miniature essays on the quirks and foibles of the Icelandic people]. Reykjavík: Veka-Helgafellrtur. (browse excerpts)</p>	<p>Unit 4: Written/Activity</p> <p>Written Assignment: In 500-750 words. Choose one event from the Timeline to focus on. Consider the required readings so far. What is the possible effect of your chosen event on contemporary Icelander’s current outlook and daily life? If you have a special interest, such as community mental health, business psychology, etc., feel free include that and to use that as a filter. Use your imagination, and anything useful from the required readings but feel free to also read more about this event and/or about contemporary Iceland (citing appropriately). It is OK to have more questions than definitive answers. In fact, please include one or more questions you might: look up in the literature, pursue throughout this course or ask Icelanders once we are “in country.”</p>	<p>20 Points</p>

	<p>conscious deliberation, and one can imagine how, had Icelanders decided differently, they would be experiencing a rather different current cultural reality.</p> <p>PLO addressed:</p> <p>A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLOs Addressed: Articulate how history impacts Icelandic culture.</p> <p>Analyze how different national histories can create cultural and psychological differences.</p>			
Module 3	Unit 5		Unit 5 Discussion:	10 Points

<p>Overview/Title: Governance, Health & Education</p> <p>Overview– attach powerpoint: As we considered last week, the unique geography and history of Iceland has led to its current contemporary state, and its paradoxes continue. Its economy, like that of many small and isolated countries, may be precarious, but has also proven to be flexible and embracing of technology which extends its borders. (It may also be the only nation that promotes both whale-watching and whaling.) Iceland shares much in common with other progressive democracies, but retains some unique features.</p> <p>PLO Addressed: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p>	<p>Overview /Title: Governance, Health, Education, Citizenship & the Economy</p> <p>This unit covers what it means to be “Icelandic”, how this shapes civic life.</p> <p>PLO Addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>MLOs Addressed Demonstrate understanding of social life in Iceland.</p> <p>Articulate how differences in social life can reflect and influence differences in culture.</p>	<p>Browse the official website: https://www.government.is/</p> <p>Iceland. (n.d.). Retrieved from https://www.heritage.org/index/country/iceland</p> <p>Bergmann, E. (2009). Sense of sovereignty. how national sentiments have influenced Iceland’s European policy. <i>Stjórnmal Og Stjórnsýsla</i>, 5(2), 203-224. doi:http://dx.doi.org.tcsedsystem.idm.oclc.org/10.13177/irpa.a.2009.5.2.1</p>	<p>In 200-250 words: What are the relative strengths and weaknesses of Iceland’s form of government, and it current execution? What possible future threats and opportunities do you see on the horizon? If you were an Icelandic citizen, how would you view your role in terms of rights and responsibilities? How is that the same or different from your role as a citizen of your country of origin? What questions will you have for Icelanders? Optional: Imagine you are a (fully qualified) candidate running for President of Iceland. What is your platform? What are your top priorities?</p>	
<p>MLOs Addressed Demonstrate understanding of social life in Iceland.</p>	<p>Unit 6 Overview /Title: Governance, Health, Education, Citizenship & the Economy</p>		<p>Unit 6 Written Assignment: Choose some aspect of health, education or welfare and compare and contrast Iceland to your own country. Could either suggest improvements to the practices and policies of the other? If so, what</p>	<p>20 Points</p>

<p>Articulate how differences in social life can reflect and influence differences in culture.</p>	<p>This unit covers how health and human services, including healthcare and education function in Iceland as compared to other countries. These services have an impact on Icelandic psychology and are also in part a reflection of it.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLOs Addressed Demonstrate understanding of social life in Iceland.</p> <p>Articulate how differences in social life can reflect and influence differences in culture.</p>	<p>Olafsdottir, S. (2007). Fundamental causes of health disparities: Stratification, the welfare state, and health in the united states and Iceland*. <i>Journal of Health and Social Behavior</i>, 48(3), 239-53. Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/201663652?accountid=34120</p> <p>Rennie, F., Sigurbjörg Jóhannesdóttir, & Kristinsdottir, S. (2011). Re-thinking sustainable education systems in iceland: The net-university project. <i>International Review of Research in Open and Distance Learning</i>, 12(4) Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1634474191?accountid=34120</p> <p>http://icelandreview.com/news/2017/09/02/focus-mental-health-care-system-criticized</p>	<p>modifications would need to be made to “import”? Why might it be that they have not been made already? If no such modifications would not work at all, explain why not. What questions do you still have and how will you learn more?</p>	
<p>Module 4 Iceland Economy & International Relations</p> <p>As we saw in the last module, Iceland provides well for its citizens, and being such a small country with these large</p>	<p>Unit 7 Overview /Title: Iceland’s Economy</p> <p>Iceland’s economic crash demonstrated the problem emanating from</p>	<p>Kestenbaum, D. (2011, May 10). The Island That Ran Out of Money. Retrieved from https://www.npr.org/sections/money/2011-05-10/1354474191</p>	<p>Unit 7 Discussion:</p> <p>What might you ask Icelanders about how they experience their economy? Additionally, compared to the US, many Icelanders work abroad. What are you curious to ask Icelanders about their</p>	<p>10 Points</p>

<p>obligations, as well as requiring imports and maintaining its own currency makes Iceland economically vulnerable. This became very evident in the crash of 2008, which was just five years after Iceland privatized its banks. In this module we also take on an issue of “political correctness”</p> <p>Overview– attach powerpoint:</p> <p>PLO Addressed: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLO Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>MLO Addressed:</p> <p>Demonstrate understanding of Iceland’s economy and the social implications of rapid economic change.</p>	<p>the paradox of Iceland being both independent from and interdependent with the rest of the world. Right now, as of this writing, the economy is strong, but despite record low unemployment Iceland has many citizens working outside its borders and needs immigrants to fill jobs in its own economy, another Icelandic paradox.</p> <p>PLO Addressed: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLO Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>MLOs Addressed:</p> <p>Demonstrate understanding of Iceland’s economy and the social implications of rapid economic change.</p>	<p>1/05/23/136149022/the-island-that-ran-out-of-money</p> <p>Despite high living standards Iceland is among the countries with most people living abroad. (n.d.). Retrieved from http://icelandmag.is/article/despite-high-living-standards-iceland-among-countries-most-people-living-abroad</p>	<p>experiences, if any, working abroad, or their plans to do so in the future.</p> <p>(In the next Module we will get a glimpse of what it is like to work in Iceland as a foreigner.)</p>	
Unit 8			Unit 8: Discussion Two	10 Points

	<p>Overview /Title: Iceland’s Media Image One paradox of Iceland is that it is the only nation to have both whale hunting and whale-watching as part of its economy. The three <i>Free Willy</i> films essentially caused Iceland to appear as heartless to many Americans from a U.S. perspective and inspired some Icelanders object.</p> <p>PLO Addressed: A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLO addressed: Analyze differences in local customs and social norms between Iceland and other countries.</p>	<p>Brydon, A. (2006). “The Predicament of Nature: Keiko the Whale and the Cultural Politics of Whaling in Iceland.” <i>Anthropological Quarterly</i>, vol. 79, no. 2, 2006, pp. 225–260. JSTOR, JSTOR, www.jstor.org/stable/4150998.</p> <p>When Anthony Bourdain visited Iceland to eat the worst food he’d ever taste. (n.d.). Retrieved from https://icelandmag.is/article/when-anthony-bourdain-visited-iceland-eat-worst-food-hed-ever-taste</p>	<p>In the required reading, (Brydon, 2006) the author outline several “tropes” or packaged narratives which may or may not be accurate, characterizing how Icelanders think about nature, animals, and conservation. Which one do you find the most compelling and... why? What other controversies does this (and the website and Bourdain video) remind you of when your own country may have been misunderstood and mischaracterized by others, and may have responded defensively as a result? How will you employ the ability to receive and accept another culture’s perspective when you converse with Icelanders?</p>	
--	--	---	---	--

<p>Module 5 Overview– attach powerpoint: Business Culture & Workplace Diversity & Inclusion</p> <p>PLO Addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLOs Addressed:</p> <p>Demonstrate understanding of social life in Iceland.</p> <p>Analyze differences in local customs and social norms between Iceland and other countries.</p>	<p>Unit 9 Overview /Title: Icelandic Business Culture and National Origin Diversity</p> <hr/> <p>Like the Nordic countries, Iceland is not exactly a melting pot— it is small, remote, and somewhat desolate, and these work against open borders. In fact, it is often said that everyone in Iceland is traceably related to everyone else! Iceland also chose to retain their language which has remained relatively unchanged for a long time. However, Icelanders are also open-minded and progressive, easy-going and casual, and this paradox plays out in their business culture (Eyjolfdottir & Smith, 1996).</p> <p>PLOs Addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed:</p>	<p>Eyjolfsdottir, H. M., & Smith, P. B. (1996). Icelandic business and management culture. <i>International Studies of Management & Organization</i>, 26(3), 61-72. Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/224051045?accountid=34120</p> <p>Kristjansdottir, E. S., & Christiansen, T. (2017). "...You have to face the fact that you're a foreigner": Immigrants' lived experience of communication and negotiation position toward their employer in iceland. <i>Journal of Intercultural Communication</i>, (44) Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1963400856?accountid=34120</p>	<p>Unit 9 Discussion Consider your own experiences with workplace diversity and inclusion. How does it compare with what Icelanders might experience? Please include what questions you wish to further investigate about this topic.</p>	<p>10 Points</p>

	<p>Demonstrate knowledge of the world-view of the local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLO Addressed: Articulate how differences in social life reflect differences in culture.</p> <hr/> <p>Unit 10 Overview/Title Gender Diversity & Inclusion in Iceland Workplaces</p> <p>Recall that Iceland is not a relatively “masculine” culture. Indeed, Iceland has had a woman President, and also a women’s labor strike- it is also often said that Iceland is the best place to be a working woman, although also some say caveats apply.</p> <p>PLO addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>CLOs Addressed: Demonstrate knowledge of the world-view of the</p>	<p>Chapman, M. (2013, October 25). Gender Equality in Iceland. Retrieved from https://guidetoiceland.is/history-culture/gender-equality-in-iceland</p>	<p>Unit 10 Discussion Question: What evidence supports this the idea that Iceland is the best place to be a working woman, and what are the likely causes? What dissent can you find for this view? What can other countries, including yours, learn from Iceland, or vice versa on this issue?</p>	
--	---	---	--	--

	<p>local culture within the context of psychology.</p> <p>Analyze differences between host culture and own culture.</p> <p>MLOs addressed: Articulate how differences in social life reflect differences in culture.</p>			
<p>Module 6 Traditions and Arts Overview– attach powerpoint:</p> <p>A nation’s customs, traditions, and art reflect its history, enact its present and may also foretell its future; the glue or threads that holds the society together. To mix in some more metaphors, if government and workplaces are the respective head and hands of a nation, its culture and traditions are its heart and spirit an embodiment of communal, domestic and intrapersonal life. Some may seem strange, others quite familiar compared to our own.</p> <p>CLOs Addressed:</p> <p>Analyze differences between host culture and own culture.</p> <p>MLOs Addressed:</p> <p>Analyze differences in local customs and social norms</p>	<p>Unit 11 Overview /Title: Customs and Traditions</p> <p>In a curious passage in Ring of Seasons (Lacy, 2000), a hostess instructs her guest that she ‘need not take off her shoes.’ Of course, this was a subtle directive for the guest to take off her shoes! More puzzlingly, the hostess was wearing shoes! The author explains that the hostess’s shoes were not worn outside. In your instructor’s experience in the U.S., the parallel protocol is the guest saying, “Shall I take off my shoes?” the shoeless host saying, “No, it’s fine” and the guest doing what they saw instead of what they were told, and shucking their shoes--the dynamic similar yet slightly different. In another passage a guest admires a painting and is surprised</p>	<p>Lacy, T. G. (1998). <i>Ring of seasons: Iceland, its culture and history</i>. Ann Arbor: University of Michigan Press.</p> <p>Sigmundsdóttir, A. (2012). <i>The Little book of the icelanders: [50 miniature essays on the quirks and foibles of the Icelandic people]</i>. Reykjavík: Veka-Helgafellrtur.</p>	<p>Unit 11 Discussion: Peruse <i>Ring of Seasons</i> and identify one or more kinds of ritual, routine, tradition or interaction you found surprising or unusual, and one or more that seemed familiar and comfortable. Do the same for <i>A Little Book of the Icelanders</i>. How might you account for your reactions? What questions for our trip does this exercise bring up for you?</p>	<p>10 Points</p>

<p>between Iceland and other countries.</p> <p>Articulate how differences in art reflect differences in culture.</p>	<p>not to get a response of thank you—the host did not see the point of acknowledging that her taste was complimented and did not respond because she was not the one who painted it. As we may have heard, in other cultures such a compliment could result in the unintended consequence of the guest being gifted the painting, regardless of its value! So it is a good idea to re-think and take a fresh look at some of our basic assumptions about communication before our visit... and the fermented shark our hosts will probably offer us.</p> <p>MLO Addressed: Analyze differences between host culture and own culture.</p> <p>MLOs Addressed: Analyze differences in local customs and social norms between Iceland and other countries.</p>			
	<p>Unit 12 Overview /Title: Icelandic Arts and Entertainment</p> <p>Arts reveal both the psyche of the individual artist, and also their</p>		<p>Unit 12 Written Assignment (about 750-1000 words): Choosing music, visual art, literature, theatre or film, and employing specific examples: How does Iceland’s entertainment and arts reflect what we have learned about Iceland’s national culture, including its geography and history? What paradoxes does it reflect and/or illuminate?</p>	<p>20 Points</p>

	<p>interpretation of their culture of origin. Icelanders are known for being highly creative, both professionally and as pastimes, and as we have learned, reflect their aesthetic abilities in their homes and personal fashion. Creative writing has long been prolific in Iceland, a tradition that may have started with the Sagas, and visual arts often represent native geography and nature. In our visit to Iceland we will visit many museums and have the opportunity to experience a variety of Icelandic art in various media.</p> <p>CLO's Addressed: Analyze differences between host culture and own culture.</p> <p>MLO Addressed: Analyze how differences in art reflect differences in culture.</p>		<p>What questions will you continue to explore and how?</p> <p>.</p>	
<p>Module 7 Overview– attach powerpoint: Local Customs & Etiquette: Being the Best Guest</p> <p>We are almost there!</p> <p>You now have a sense of all that Icelanders have been through in their recent history and how it</p>	<p>Unit 13 Overview /Title: Iceland Next Week!</p> <p>Now that you have some background it is time to get up-to-speed on what is happening in Iceland today.</p>	<p>Readings:</p> <p>Find your own!</p>	<p>Unit 13 Discussion: Find, cite, and share a current events article about something that interests you in Iceland and answer the following questions:</p> <p>Why did this interest you?</p> <p>What does it spark you to inquire of the Icelandic you will meet?</p>	<p>10 Points</p>

<p>has affected them, and how they have preserved and transformed themselves and their culture. As our trip draws near we will consider how to apply this knowledge to our actions and interactions as respectful visitors.</p> <p>PLOs Addressed Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site training, and work settings.</p> <p>CLOs Addressed: Examine global perspective in relation to their professional and academic goals.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>Demonstrate ability to tolerate ambiguity in complicated environments where clear cut</p>	<p>PLOs Addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site training, and work settings.</p> <p>CLOs Addressed: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.</p>		<p>Also feel free to share: What are you most excited about? What scares you? How could you help to support your classmates in their travels and interactions with the Icelandic? What final questions do you have before we depart?</p>	
--	--	--	--	--

<p>answers or standard operating procedures are absent.</p> <p>MLOs Addressed: Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p> <p>Articulate intentions to reflect cultural awareness, sensitivity and humility.</p> <p>Anticipate one’s behavior in ambiguous situations.</p> <p>Demonstrate understanding and appreciation of the value of cultural competence and humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>	<p>MLOs addressed: Articulate intentions to reflect cultural awareness, sensitivity and humility.</p> <p>Articulate how they are transformed by their experience in Iceland.</p> <p>Anticipate one’s behavior in ambiguous situations.</p> <p>Demonstrate understanding and appreciation of the value of cultural competence and humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>			
	<p>Unit 14 Overview /Title:</p> <p>POs Addressed: Apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p> <p>Function in a professional and ethical manner in classroom, off-site</p>	<p>No additional readings. Review your Interview Protocol for incorporation into Capstone Assignment.</p>	<p>Unit 14: Written/Activity</p> <p>1) Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST</p> <p>2)Capstone Assignment: Building on your work this term, write a 5-10 page paper on how you plan to” show up” in Iceland, including what you want to learn, take away and “leave behind” and how you plan to do so. Include research on 1-2 specific topics that interest you related to Iceland and supported by academic sources. Review your Interview Protocol and refine the approach and questions you will ask</p>	<p>20 Points</p> <p>2 Points</p> <p>50 Points</p>

	<p>training, and work settings.</p> <p>CLOs Addressed: Examine global perspective in relation to their professional and academic goals.</p> <p>Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.</p> <p>Explain personal, professional and academic impact of their experience abroad.</p> <p>Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.</p> <p>MLOs addressed: Articulate gap between current state of their global perspective and their goals and their plan for addressing it in this course.</p> <p>Articulate how they are transformed by their experience in Iceland.</p> <p>Articulate intentions to reflect cultural awareness, sensitivity and humility.</p>		<p>the Icelandic you meet and reflect these changes here.</p> <p>3) Reflection Journal (Due the last day of the trip)</p> <p>How has your visit to Iceland impacted you and your understanding of your “self”? What lessons will you take with you from your time in Iceland? How will your work with others be affected?</p> <p>In-Country Attendance</p>	<p>25 Points</p> <p>200 Points</p>
--	--	--	--	------------------------------------

	<p>Demonstrate understanding of the value of cultural competence and cultural humility.</p> <p>Reflect on areas of competence and development in self-reliance skills.</p>			
--	--	--	--	--

Below Appendixes are All for study abroad course only

Appendix A – Tentative Itinerary

*Days of in-country must be no less than 8 and no greater than 12 excluding travel time.
Travel dates and days in country must occur during official school breaks.*

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Activities: Glacier Hiking, Hiking, Whale Watching, Sightseeing

Difficulty: Easy

Languages: English

Included:

- Hotel pick up & drop off in Reykjavik
- English guidance
- 7 days minibus tour around Iceland with maximum 19 passengers in the bus

- Guesthouse/hostel in double rooms with shared bathrooms and breakfast
- Glacier hike (1,5 hours)
- Whale watching tour (3 hours)
- Entrance to the shark museum in Bjarnarhofn
- Entrance to the Mývatn Nature Baths
- Entrance to the area of Stokksnes and Vestrahorn
- Entrance to the Icelandic seal center in Hvammstangi
- Entrance to the Stone museum in Stodvarfjordur
- All necessary safety equipment for the Glacier hike
- Free Wi-Fi on bus
- **Lunch and dinner**

What to bring:

- Warm and water/windproof clothes
- Good hiking shoes
- Camera

*****Itinerary taken from the following sources:**

<https://citywalk.is/>

<https://guidetoiceland.is/book-holiday-trips/7-day-guided-ring-road-tour-explore-the-circle-of-iceland-1>

<p>Days 1-3 4/21/20</p>	<p>Day 1: Arrival/Orientation that includes emergency response and safety orientation.</p> <p>Check in to lodging</p> <p>Days 2-3: Tour Reykjavik</p>	<p>Reykjavik</p>
<p>Day 4</p>	<p>This day begins with a visit to Þingvellir National Park, the only UNESCO World Heritage Site on the Icelandic mainland. The reasons for its popularity are twofold. Firstly, it has a fascinating history, being the original site of what has become the world’s longest-running, ongoing parliament; early settlers to Iceland first convened here in 930 AD.</p> <p>Secondly, it has spectacular geology; the park sits right in the rift valley between two tectonic plates, both of which are clearly visible as you travel through the sweeping lava fields of the Almannagjá gorge.</p> <p>Following Þingvellir, you will head to see the geysers in geothermal hot-spot area Haukadalur Valley. Geysir itself, which gave all others their name, only goes off sporadically these days, but its neighbour Strokkur is happy to entertain; every five to ten minutes, you can see it eject water up to forty metres high.</p> <p>The final stop on is the majestic Gullfoss Waterfall, the most iconic falls in the country. You, however, will get to see two more beautiful locations. The first of these is the water-filled crater-lake Kerið, which is far too often overlooked by visitors. The second is Seljalandsfoss waterfall on the South Coast. This waterfall pours off a concave cliff, meaning it’s possible to walk the whole way around it for some incredible, unique views.</p> <p>You will stay overnight in a guesthouse right beside this beautiful feature.</p>	<p>The Golden Circle & Kerid Volcanic Crater</p>

<p>Day 5 12/14/17</p>	<p>This stretch of Iceland is renowned for its vast diversity of landmarks and landscapes, all visible from the Ring-Road you will be travelling on. You'll drive through verdant fields and across deserts of black sand, all in the shadows of massive volcanoes and glaciers. One of these volcanoes you may already know about; you will be able to see Eyjafjallajökull in decent weather, the volcano that seriously disrupted air travel in 2010.</p> <p>You will make multiple stops to appreciate the diverse world you are driving through. For example, you get to visit three unique and magnificent waterfalls: the famous Skógafoss, and its lesser-known neighbours Írafoss and Kvernufoss. You will also stop at the black sand beach Reynisfjara, to admire its stark beauty and the fascinating geological formations in the area, such as the sea stacks Reynisdrangar.</p> <p>The main highlight of the day, however, will come when you stop at the glacier Sólheimajökull. If you are willing, you will have the opportunity to spend an hour and a half hiking on the ice cap, something you can do in very few places across the world. The beauty from atop the glacier is unreal and will stay with you for life.</p> <p>The day has more surprises to come following this adventure. You will travel in the shadow of the largest glacier in Europe, Vatnajökull, to reach the Jökulsárlon glacier lagoon, which many consider to be Iceland's most beautiful spot. Watching icebergs cruise through the water, and seeing where they wash up on the Diamond Beach, is nothing but mesmerising.</p> <p>You will stay overnight in a cosy guesthouse in the south-east of Iceland</p>	<p>South Coast Sights & Glacier Hike</p>
<p>Day 6</p>	<p>Day 6 will start with a visit to the incredible mountain Vestrahorn, one of the country's most popular spots for photography. Following this, you'll have a real taste of culture with a visit to the settlement of Stokknes and the Viking Village. After enjoying these sites, you will start to head up the East Fjords. This postcard-perfect stretch of coast will completely awe you, as you look down from huge mountains to narrow strips of glistening ocean, and picturesque villages nestled in remote corners.</p> <p>Nature lovers should keep their eyes open when traversing this area. The East Fjords are the only area in Iceland where reindeer roam, but you could also spot puffins, seals or even whales and dolphins in the waters.</p> <p>Another museum is on the agenda today, the Petru Stone Museum. The appeal of this place extends further than to geologists, as the institution helps paint a picture of the fascinating processes that this volcanic island goes through continually.</p>	<p>Vestrahorn Mountain, Viking Village & the East Fjords</p>

<p style="text-align: center;">Day 7</p>	<p>You will spend the night in a comfortable accommodation in East Iceland</p> <p>On day 7, you will leave East Iceland for the beautiful North, by crossing the magnificent Highlands. En route, you will stop at Europe’s most powerful waterfall, the awe-inspiring Dettifoss and feel its roaring powers beneath your feet.</p> <p>The highlight of this day, however, is the Lake Mývatn area. This incredible place has more than just serene stretches of water; expect to see fascinating geothermal areas, impressive lava formations, and a huge wealth of unique birdlife.</p> <p>You will fit a lot of sightseeing into this day. You will visit the dark rocky fortress of Dimmuborgir, with its stunning geology; a hot spring cave called Grjótagjá, an ancient bathing spot; the power plant Krafla and the Hverir geothermal area. After all the activity, you will likely be seeking relaxation, so you will treat yourself by visiting the Mývatn Nature Baths for a rejuvenating soak by the end of the day.</p> <p>You will spend the night in a country guesthouse in North Iceland.</p>	<p style="text-align: center;">Dettifoss Waterfall, Lake Myvatn & the Nature Baths</p>
<p style="text-align: center;">Day 8</p>	<p>On day 8, you will better explore the incredible beauty of North Iceland. After a scenic drive along the coast, you will reach the beautiful fishing village Húsavík, where you will partake in a whale watching adventure.</p> <p>Húsavík is known as Europe’s whale-watching capital for a reason. On your three-hour boat tour, you can expect to see mighty, acrobatic humpback whales and many other species that are known to frequent the area. Between whale sightings, it is incredible to admire the nature around you; the serene fjord is surrounded by stunning mountains.</p> <p>After what is sure to be a delightful experience, you will continue on the road to Akureyri, the Capital of the North. En route, however, you will make a stop at one of the country’s most powerful, beautiful, and historical waterfalls, Goðafoss, which translates to ‘the Waterfall of the Gods’.</p> <p>Once you reach Akureyri, you will have a bit of time to explore the charming town and its many shops, cafés, museums and boutiques. Your accommodation, however, is a short drive away, immersed in the beautiful nature of the North.</p>	<p style="text-align: center;">Husavik Whale Watching & Godafoss Waterfall</p>

<p>Day 9</p>	<p>As you make your way south, you will stop at a unique rock formation called Hvitserkur, which looks just like a dragon standing in the shallows of the sea; this is a great spot for photographers.</p> <p>Following that, you will head to the village of Hvammstangi, which is renowned as Iceland’s seal watching capital, and you will have a chance to explore the fascinating Icelandic Seal Centre while you are there.</p> <p>Continuing to the fjord of Borgarfjörður, you will pass the haunting but beautiful lava field of Hallmundarhraun. Just 900 metres from here, you will find two of West Iceland’s most celebrated waterfalls, Hraunfossar and Barnafoss.</p> <p>While right near each other, they are vastly different, with the former being wide, serene and gentle, and the latter rushing violently down a narrow gully. Finally, you will head to Deildartunguhver, the hot spring with the highest flow in all Europe.</p> <p>You will spend your last night in the Borgarfjörður area.</p>	<p>West Iceland, Seals, Waterfalls & Hot Springs</p>
<p>Day 10</p>	<p>On day 10, you will explore Snæfellsjökull National Park, often called ‘Iceland in Miniature’ due to its incredible diversity of the country’s most characteristic landscapes.</p> <p>Watching over you this day is the crown jewel of the peninsula; Snæfellsjökull glacier. This amazing, cone-shaped mountain is jaw-droppingly beautiful, and you will be left in no wonder as to why it has inspired artists for centuries. It was, for example, where Jules Verne chose to set his novel ‘A Journey to the Centre of the Earth’.</p> <p>The first stop is a farm called Ytri-Tunga. If over the seven days, you have not spotted a seal, you can be almost guaranteed to see a colony here, basking lazily on the rocks with little care for people.</p> <p>You will continue to travel the coast, passing the beautiful, historic settlements of Arnarstapi and Hellnar. There is stunning geology in this area, which culminates with the Lónrangan basalt columns, that tower above the road and ocean.</p> <p>Djúpalónssandur is gorgeous black pebble beach you will stop at, and here you can test how valuable a fisherman you would have been in times gone by; four large, smooth stones here are called the lifting stones, and were used to</p>	<p>Black Beaches, Lava Fields & the Magic of the Snæfellsnes Peninsula</p>

	<p>measure one's strength and suitability to life on the ocean. Your guide will explain the history of each one as you try them out.</p> <p>You will interrupt your sightseeing for a stop at the famous Bjarnarhöfn Shark Museum. There may even be fresh hákarl (the famous "rotten shark") to try, dried in a shed behind the museum several times per year, along with a taste of Icelandic cumin schnapps to wash it down.</p> <p>At your last stop, you will find Kirkjufell mountain, rising out of the green hills, surrounded by trickling rivers. This is one of the most popular photography spots in Iceland, so be sure to get a picture for your collection.</p> <p>You will then head back to Reykjavík, no doubt fully aware that you have made the most of every moment in this amazing country. Many of the locals travel the ring road in a week as a summer holiday, and so could you, so reserve your spot now and get acquainted with Iceland.</p>	
<p>Day 11 5/1/20</p> <p>Students Have Officially Completed the Program</p>	<p>Debrief breakfast and departure</p>	

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. MA and Doctoral students:

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. BA students:

Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)