Introduction

Research Problem and Purpose
- Only 7 GLBT study abroad programs in the United States.
- No research on learning and development outcomes of a cross-section of GLBT studies courses and study abroad programs.
- This study aims to address the lack of research on the cross-section of study abroad and GLBT Studies courses.

Study Abroad Literature and GLBT Participation
- Due to internationalization efforts of institutions of higher education, we have seen an increase in the quantity of students studying abroad (Institute of International Education, 2010).
- Approximately 54% are studying abroad through short-term programs defined as a program eight weeks or less in length (Institute of International Education, 2010).
- Salisbury (2010) identified a gap in the rates of minority students participating in study abroad, however sexual orientation/gender identity was not included in the study.
- Patterson (2010) found that sexual orientation and/or gender identity did not have any affect on students' decisions regarding study abroad.

Short-term Study Abroad Literature
This course was successfully implemented and met the guidelines set by Nam (2010) and Donnelly Smith (2009) for effective short-term study abroad programs, including:
- Clear academic content provided by local experts as well as from home institution.
- Experiential opportunities/engaging with local community.
- Time to reflect on those experiences through journaling and group discussions.

The Study Abroad Program Description
The course, "GLBT History and Activism in Amsterdam and Berlin" spent five days in Amsterdam and two and a half weeks in Berlin.

Research Questions
1) What is the perceived participant awareness of GLBT issues in international, intercultural, and historical contexts?
2) In what ways has the experience underscored the participants’ perceived attitudes regarding GLBT community and its role in GLBT activism?
3) How are the perceived outcomes demonstrated through their recollections and reflections of the trip and opportunities to share these experiences with family and friends upon re-entry?

Qualitative Methods

Qualitative Research Design
- Postmodernist critical theory (Hesse-Biber and Leavy, 2006).

Instruments of Data Collection:
- In-depth interviews
- Document analysis of course syllabus, final paper assignment, and final papers.

Limitations
- Low participation.
- No pre-test, post-test only.
- No ally participants

Participants
- The faculty leader, as the director of the GLBT programs office had previous experience leading students on a GLBTA Leadership course that focused on GLBT history and activism in the United States. The GLBTA Leadership course contained experiential and service-learning opportunities and met with activist-leaders of GLBT organizations (University of Minnesota, 2011).

Data Analysis

Course Contents
1) Required texts:
   - The Men with the Pink Triangle (Heger, 1986)
   - The Pink Triangle (Plant, 1986)
2) In Amsterdam the students visited the Homomonument, the Prostitution Information Center, and met with scholars and students at the University of Amsterdam to discuss homonationalism, legal marriage laws and the affect on PRIDE celebrations.
3) In Berlin the students studied the Weimar Republic, homosexuals in the Holocaust with GLBT scholars and historians. Visited Sachsenhausen, Magnus-Hirschfield Society, the Schiwules Museum, the Sonntag Club, etc.

Plan of Analysis
- Participant interviews were transcribed and coded.
- Participant's final papers were coded.
- Data was analyzed using induction: the iterative process of building categories, patterns, and themes until a set of themes are established.

Emergent Themes
1) Pre-departure expectations and experiences.
2) GLBT history of Amsterdam and Berlin. (RQ 1)
3) The connections between history and activism. (RQ 1)
4) The meaning of activism and community from participant perspectives. (RQ 2)
5) Definitions of activism. (RQ 2)
6) Personal development experienced from participation and demonstrated through sharing the experience with others upon re-entry. (RQ 2&3)

Table 1 & 2: Participant Demographics

Table 1. Participant demographics

<table>
<thead>
<tr>
<th>Participant</th>
<th>Interview</th>
<th>Final paper</th>
<th>Year in school</th>
<th>Previous International Experience</th>
<th>Majoring in Gender, Women, and Sexuality Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savet</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Robert</td>
<td>No</td>
<td>Yes</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Charles</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
<td>Yes, Executive</td>
<td>Yes</td>
</tr>
<tr>
<td>Evan</td>
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<td>Yes</td>
<td>2</td>
<td>Yes, same</td>
<td>Yes</td>
</tr>
<tr>
<td>Lena</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
<td>Yes, Idle</td>
<td>Yes</td>
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Table 2. Participant GLBT profiles

<table>
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<tr>
<th>Participant</th>
<th>Gender</th>
<th>Self-Identified Sexuality</th>
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<tbody>
<tr>
<td>Savet</td>
<td>Male</td>
<td>Gay</td>
</tr>
<tr>
<td>Robert</td>
<td>Female</td>
<td>Bisexual</td>
</tr>
<tr>
<td>Charles</td>
<td>Female</td>
<td>Bisexual</td>
</tr>
<tr>
<td>Evan</td>
<td>Gender non-conforming</td>
<td>Bisexual</td>
</tr>
<tr>
<td>Lena</td>
<td>Female</td>
<td>Lesbian</td>
</tr>
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Bibliography