

CET Syllabus of Record



Program: Chinese Studies & Internship in Beijing

Course Title: Internship: Bridging Theory & Practice

Course Code: CS 211/INTS 211

Total Hours: Minimum of 107

Recommended Credits: 2

Suggested Cross Listings: May be determined according to the subject area of the placement

Language of Instruction: English and Chinese

Prerequisites/Requirements: None

Description

Internships offer the potential to bring together the best of academic and experiential learning abroad. Through immersion in a professional context and hands-on engagement with the work of an organization, students are able to test out the theories they have learned in the classroom, tease out the complexities of those ideas, and gain a more nuanced, sophisticated understanding of the local, regional, and global context in which they are studying and working.

This course engages students with their organization on three levels:

- Academic: students place their internship within a broader context of academic dialogue, research questions, and scholarly work on the subject area.
- Organizational: students are given insider access and training to observe how their organization operates within its broader local, regional, and global context.
- Personal: students are encouraged to place themselves in the first-person as they observe and interact with their placement, identifying cultural and other dynamics at play, and situating the experience within their own individual, intellectual, and professional narrative.

From their internship placement and the academic work surrounding it, students are to emerge with a multi-layered understanding of their organization and the contexts in which it operates, and an ability to draw meaningful academic insights from first-person engagement with the subject matter.

Objectives

More specifically, from their participation in this course, students are expected to:

- Gain advanced knowledge of the cultural, social, political, and economic influences that frame and drive their organization's work.
- Obtain an intimate understanding of the inner working of their organization, and insights on the dynamics that shape it.

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- Hone their understanding of the academic content they have acquired through classroom study by tying together the personal, professional, and academic elements of their internship experience.

Students are evaluated on how effectively they are able to bring together the three levels of analysis, and the sophistication of their observations and final paper.

Course Requirements

Weekly meetings of internship course

- Students are expected to attend each class, and to have read and be prepared to discuss the assigned readings.
- Attendance, preparation, and participation are factored into the final grade.

Minimum of 10 hours weekly at internship placement

- Hours are logged, signed by internship supervisor, and submitted weekly
- Commute to-from internship site does not count towards hours worked

Periodic 1:1 check-ins with internship faculty advisor

- Scheduled at the outset, middle, and conclusion of the term, these meetings serve to focus the student's area of research interest at the placement, to assist the student in navigating challenges related to it, and to provide guidance on the final paper.
- Students may also be connected with a subject area expert who can help them develop

Readings, general and topic-specific

- Readings of 20-50 pages from the bibliography below and other sources are assigned for each class meeting
- In addition, students are expected to develop a bibliography to support their specific area of academic interest related to the internship, and to read roughly one article or chapter a week of topic-specific material.

Weekly journal, submitted and reviewed monthly.

- Students keep a weekly journal in which they record reflections on 1) their experience at the internship placement, 2) the readings related to the internship component, and 3) the topic-specific readings related to their specific area of interest.
- The journal is graded on quality of observation and analysis, not length of entries.

Final paper

- 15-20 pages in length
- A formal, structured, academic paper that brings together scholarly work relating to the subject area, the placement itself as a case study offering fresh insight into the academic subject area, and a first-person dimension that places and identifies the student's vantage point and experience in the process.

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Methods of Evaluation

The final grade is determined as follows:

- 20% Performance at internship placement (the internship supervisor's evaluation of the student's work, including but not limited to: punctuality, performance, attitude, and productivity)
- 20% Attendance, preparation, and participation in class
- 30% Weekly journals
- 10% Topic-specific bibliography
- 20% Final paper

Primary Texts

Gita DasBender (2011), "Critical Thinking in College Writing: From the Personal to the Academic" *Writing Spaces: Readings on Writing, Volume 2*.

Kathleen M. DeWalt and Billie R. DeWalt, (2010). "What is Participant Observation?" "Learning to be a Participant Observer," *Participant Observation: A Guide for Fieldworkers*.

Daniel C. Feldman, William R. Folks, and William H. Turnley (1999). *Mentor-Protégé Diversity and Its Impact on International Internship Experience*.

Peter F. Parilla and Garry W. Hesser (1998). *Internships and the Sociological Perspective: Applying Principles of Experiential Learning*.

Victor Saviki (2008). *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education*.

H. Frederick Sweitzer and Mary A. King (2008). *The Successful Internship: Personal, Professional, and Civic Development*.

Stephen Tropiano (1997). *The Internship Experience: A Practical Guide*.

Supplementary Texts

Selected bibliography relevant to the specific internship placement and the student's area of academic interest. Developed by the student in consultation with internship faculty and subject area experts as needed.

Ethnographic writing in and about China

- Hessler, Peter (2001). *River Town*. Chapters 1-2, pages 1-52.
- Johnson, Ian (2015). "An American Hero in China". *The New York Review of Books*.
- The Mary Jane Underwood Stryker Institute for Service-Learning. *What? So What? Now What?*

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Leadership

- Yu Hua (2012). "领袖 (Leader)" *China in Ten Words*.

Urbanization: Migrant Issues and the Urban-Rural Divide & the Hukou System

- Chan (2009). The Chinese Hukou System at 50. *Eurasian Geography and Economics*, 50:2, 197-221.

Urbanization: Urban Growth, Villages in the City and the Underground City

- Liu et al. (2010). Urban villages under China's rapid urbanization: Unregulated assets and transitional neighbourhoods. *Habitat International*, 34, 135-144.
- Kim A.M. (2014). Hidden City: Beijing's Subterranean Housing Market. *Land Lines*, 2-7.

Government and party in the workplace

- Feldman, Trouble in the Middle, Chapter 6 -7, *Business-Government Corruption in China: Americans Suffer Only the Half of It, Ones, Twos, and Threes: The Roots of the Cultural Conflicts in American-Chinese Business Relations*, pp. 160-260

An emerging 'civil society'

- Spires, J. A. (2011), Contingent Symbiosis and Civil Society in an Authoritarian State: Understanding the Survival of China's Grassroots NGOs. *American Journal of Sociology*, 117(1), pp 1-45

Gender issues

- Bannister, T. (2015), An Introduction to Women's Organizations in Modern China (pages 4-10), *Longer March: CDB's Special Issue on Women's Organizations in China*

Environment

- Li, W., Liu J. & Li, D. (2012), Getting their voices heard: Three cases of public participation in environmental protection in China, *Journal of Environmental Management* 98, 65-72.

Workplace & discrimination

- China Labour Bulletin - *Workplace Discrimination in China*.

Outline of Course Content

Topic 1 – The crafting of an academic internship

How to identify the levels of analysis: academic, organizational/professional, personal.

How to handle overlapping contexts: the local, the regional, the global.

Honing in on the research focus.

How to develop a bibliography.

Topic 2 – How to place the 'I' in academic work

Leveraging the ethnographic: becoming a participant-observer.

Topic 3 – Issues in the Chinese Workplace

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Overview of etiquette, hierarchies, gender, and other social structures that define the workplace culture in China.

Topic 4 – Economy and Community

Overview of the relationship between the public sector, private sector, and non-governmental organizations.

Mapping students' internship sites onto this grid.

Topic 5 – Deep Dives and Case Studies

Students take turns presenting and discussing each of their internships in relation to the assigned reading for the week.

In addition, students address the following questions:

- 'What challenges have I faced in my placements, and how did I have navigate those challenges?'
- 'What insights into my academic area of interest am I gleaning from my work and my topic-specific readings?'

Topic 6 – Preparing for the Final Paper

Students explore what changed in their research focus, assumptions, and anticipated conclusions since they began.

In what ways has engagement with the internship placement changed what students thought they knew about the subject area?

How to write a paper that brings it all together.