

CET Syllabus of Record



Program: CET Shanghai

Course Code / Title: (SH/INTS 350) Internship: Bridging Theory and Practice

Total Hours: Minimum of 150

Recommended Credits: 3

Suggested Cross Listings: May be determined according to student's academic focus

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 and gain a more nuanced, sophisticated understanding of the local, regional, and global contexts in which they are studying and working.

This course engages students with their organization on three levels:

- *Academic:* students bring an academic focus to their internship—both to better contextualize it and pursue specific research questions.
- *Professional:* through their work at the internship site, students gain new skills and develop professionally.
- *Experiential:* students are encouraged to be self-aware and reflective as they observe and interact within their internship—identifying cultural and other dynamics at play, and situating the experience within their own individual, intellectual, and professional narratives.

From this multi-layered experience, students are to emerge with a deeper, more complex understanding of their organization's place within the world, and themselves as thinkers, actors, and future professionals.

Objectives

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

- Establish a solid understanding of the external social, political, and economic influences that frame and drive their organization's work.
- Develop insight into the inner workings of their organization and the dynamics that shape it.
- Learn to bridge theory and practice by bringing an academic focus to hands-on work.
- Hone professional and personal skills by learning to skillfully navigate cultural and other differences in a work environment abroad.

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Students are evaluated on the basis of how effectively they are able to navigate the academic, professional, and personal dimensions of their internship, the self-awareness and perceptive abilities they demonstrate, and the quality of their academic work.

Course Requirements

Weekly meetings of internship course

- Students are expected to attend each class, and to have read and be prepared to discuss assigned readings.
- Attendance, preparation, and quality of 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 and from the internship site does not count towards hours worked.

Periodic 1:1 check-ins with internship instructor

- Scheduled at the outset, middle, and conclusion of the term, these meetings serve to focus the student's academic interests related to the internships, to assist the student in navigating challenges, and to provide guidance on written assignments, presentations, and the final paper.
- Students may also be connected with a subject area expert who can help them develop the academic dimensions of their work.

Weekly writing assignments

- These may vary slightly depending on the term and professor, but include initial goal-setting, a mid-term progress report, and interim reflection pieces.

Readings, general and topic-specific

- Readings 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 focus related to the internship, and to read roughly one article or chapter a week of topic-specific material.

Case study presentation

- Scheduled throughout the term, roughly 10-15 minutes in length.
- Students present their internship placement as a case study, discussing their academic interests related to the internship, their professional tasks and responsibilities, and personal insights, challenges, and lessons learned.

Final paper

- 10-12 pages in length.
- An academic essay that brings together scholarly work relating to the subject area, the placement itself as a case study, and a self-reflective dimension that incorporates the student's vantage point and experience in the process.

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Performance at Internship

- Students are expected to conduct themselves in an ethical, professional manner, to dress appropriately for the work environment, and to act respectfully and collegially towards co-workers and supervisors.
- Internship supervisors evaluate students according to their professionalism, punctuality, attitude, and quality of work.

Methods of Evaluation

The final grade is determined as follows:

20%	Performance at internship placement
20%	Preparation for and participation in class
20%	Weekly written assignments
10%	Topic-specific bibliography
10%	Case study presentation
20%	Final paper

Attendance

Internships are governed by the CET Attendance Policy.

Readings

Readings may vary according to term and instructor, but the below is representative.

David Boud and John Garrick, eds. (1999). *Understanding Learning at Work*.

Judith Bell (2010). *Doing Your Research Project*.

Carol Costley, Geoffrey Elliott, and Paul Gibbs (2010). *Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers*.

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*.

Leta Hong Fincher. (2014). *Leftover Women: The Resurgence of Gender Inequality in China*. Zed Books, 2014.

Namrata Goswami (2018). China in Space: Ambitions and Possible Conflict. *Strategic Studies Quarterly*.

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Amy Hanser (2016). "Street Politics: Street Vendors and Urban Governance in China." *The China Quarterly*.

Gil Hizi (2018). "Gendered Self-Improvement: Autonomous Personhood and the Marriage Predicament of Young Women in Urban China." *The Asia Pacific Journal of Anthropology*.

Geert Hofstede, 2005. *Cultures and Organizations: Software of the Mind*.

Thomas Hout and David Michael (2014). "A Chinese Approach to Management." *Harvard Business Review*.

Karita Kan (2013). "The New 'Lost Generation': Inequality and Discontent Among Chinese Youth." *China Perspectives*.

Gracia Liu-Farrer (2016). "Migration as Class-Based Consumption: The Emigration of the Rich in Contemporary China." *The China Quarterly*.

Lung-Tan Lu (2012). "Guanxi and Renqing: The Roles of Two Cultural Norms in Chinese Business." *International Journal of Management*.

Katherine A. Mason (2013). "To Your Health! Toasting, Intoxication and Gendered Critique among Banqueting Women." *The China Journal*.

Huan Mo and Mike Berrell (2004). "Chinese Cultural Values and Workplace Behaviour: Implications for Continued Economic Growth," Proceedings of the 16th Annual Conference of the Assoc. for Chinese Economics Studies. ACESA 2, Brisbane, Australia.

Shani Orgad and Meng Bingchun (2017). "The Maternal in the City: Outdoor Advertising Representations in Shanghai and London." *Communication, Culture & Critique*.

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*.

Zhen Sun (2017). "Utopia, Nostalgia, and Femininity: Visually Promoting the Chinese Dream." *Visual Communication*.

H. Frederick Sweitzer and Mary A. King (2013). *The Successful Internship: Personal, Professional, and Civic Development*.

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

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Mingfeng Wang and Yuemin Ning (2016). "The Social Integration of Migrants in Shanghai's Urban Villages." *China Review*.

Martin King Whyte (2016). "China's Dormant and Active Social Volcanoes." *The China Journal*.

Xiaojun Yan and Jie Huang (2017). "Navigating Unknown Waters: The Chinese Communist Party's New Presence in the Private Sector." *China Review*.

Junbo Yu (2014). "The Politics behind China's Quest for Nobel Prizes." *Issues in Science and Technology*.

Siqi Zheng and Matthew E. Kahn (2017). "A New Era of Pollution Progress in Urban China?" *Journal of Economic Perspectives*.

Nada Zupan, et. al. (2015). "Getting Ready for the Young Generation to Join the Workforce: A Comparative Analysis of the Work Values of Chinese and Slovenian Business Students," *Journal of East European Management Studies*.

Outline of Course Content

The following topic areas are covered in the course of the term. Pacing and content may vary according to instructor.

Topic 1 – The Crafting of an Academic Internship: Framework, Goals, Methodology

- How to identify the levels of analysis: academic, organizational/professional, personal.
- How to handle overlapping contexts: the local, the regional, the global.
- Setting academic goals, and refining research interests.
- Developing your bibliography.
- How to situate oneself in academic work: becoming a participant-observer.
- Cultivating awareness of self and other: journaling, field notes, reflection pieces
- Learning through work and other methodological issues

Topic 2 – Issues in the Chinese Workplace

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

Topic 3 – 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 4 – Mid-Point Progress Check-In

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Topic 5 – Deep Dives and Case Studies

- Students take turns presenting and discussing each of their internships
- In addition, students address the following questions:
 - 'What challenges have I faced in my placements, and how did I navigate those challenges?'
 - 'What insights into my academic area of interest am I gaining from my work and my topic-specific readings?'

Topic 6 – Preparing for the Final Paper

- What changed in your research focus, assumptions, and anticipated conclusions since you began?
- In what ways has engagement with the internship placement changed what you thought you knew about the subject area?
- How to write a paper that brings it all together.