



CET ACADEMIC
PROGRAMS

CET Syllabus of Record

Program: CET Taiwan

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

Total Hours: Minimum of 160

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Internship / 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. Though 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.
- 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.

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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 120 hours weekly at internship placement / Approx. 10 per week

- 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

Weekly reflections

- 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.

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.

Methods of Evaluation

The final grade is determined as follows:

- 25% Performance at internship placement (the internship supervisor's evaluation of the student's work, including but not limited to: punctuality, performance, attitude, and productivity)
- 25% Attendance, preparation, and participation in class
- 30% Weekly reflections
- 20% Final paper

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Readings

Anderson, Benedict. *Imagined Communities: Reflections of the Origin and Spread of Nationalism*. London: Verso, 1983.

Bennett, Milton. "Becoming interculturally competent." in *Toward Multiculturalism: A Reader in Multicultural Education*, edited by Jaime S. Wurzel (Yarmouth, Maine: Intercultural Press, 2004), 62-77.

Chuang, Tzu-i. "The power of cuteness: female infantilization in urban Taiwan." *Stanford Journal of East Asian Affairs* 5, no. 2 (2005): 21-28.

DeWalt, Kathleen & Billie DeWalt. *Participant Observation: A Guide for Fieldworkers*. New York: Rowman & Littlefield, 2010.

Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.

Guy, Nancy. "'Republic of China National Anthem' on Taiwan: One Anthem, One Performance, Multiple Realities." *Ethnomusicology* 46, no. 1 (2002): 96-119.

Hobsbawm, Eric. & Ranger, Terry. *Invented Traditions*. Cambridge: Cambridge University Press, 1983.

Hofstede, Geert. "Dimensionalizing Cultures: The Hofstede Model in Context." in *Online Readings in Psychology and Culture* 2, no. 1 (2011): 3-26.

Iyer, Pico. *Why we travel*. *Salon*. March 18 2000. <http://www.salon.com/2000/03/18/why/>.

Mason, Katherine. A. "To Your Health! Toasting, Intoxication and Gendered Critique among Banqueting Women." *The China Journal* 69 (2013): 108-33.

Morris, Andrew. D. *Taiwan's History: An Introduction*. in *The Minor Arts of Daily Life: Popular Culture in Taiwan*, ed. David. K. Jordan, Andrew. D. Morris and Marc. L. Moskowitz (Honolulu, HI: University of Hawai'i Press, 2004), 3-31.

Moskowitz, Marc. L. "Message in a bottle: Lyrical laments and emotional expression in Mandopop." *The China Quarterly* 194 (2008): 365-379.

Parilla, Peter F., and Garry W. Hesser. "Internships and the Sociological Perspective: Applying Principles of Experiential Learning." *Teaching Sociology* 26, no. 4 (1998): 310-329.

Rowen, Ian. "Inside Taiwan's Sunflower Movement: Twenty-four days in a student-occupied parliament, and the future of the region." *Journal of Asian Studies* 74, no. 1 (2015): 5-21.

Sweitzer, Frederick and Mary A. King. *The Successful Internship: Personal, Professional, and Civic Development*. Belmont, California: Brooks/Cole, 2009.

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Titon, J. Todd. "Textual Analysis or Thick Description?" in *The Cultural Study of Music: A Critical Introduction*. ed. Martin Clayton, Trevor Herbert and Richard Middleton (New York & London: Routledge, 2003), 171-180.

Yu, Shuenn-Der. Hot and Noisy: Taiwan's Night Market Culture. in *The Minor Arts of Daily Life: Popular Culture in Taiwan*. ed. David. K. Jordan, Andrew. D. Morris and Marc. L. Moskowitz (Honolulu, Hawaii: University of Hawai'i Press, 2004), 129–149.

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 Taiwanese Workplace

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

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 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.