

# CET Syllabus of Record



**Program:** CET Taiwan

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

**Total Hours:** Minimum of 150

**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

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## 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 to 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 and identify cultural and other dynamics at play, and while 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 the assigned readings and their experiences.
- Attendance, preparation, and quality of participation are factored into the final grade.

Minimum of 12 hours weekly at internship placement

- Hours are logged, signed by internship supervisor, and submitted to CET at least twice per semester.
- 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.

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 selected 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 paper research, and to read roughly one article or chapter a week of topic-specific material.

Final paper

- 10-12 pages in length (2,500-3,000 words).
- 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.

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.

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## Performance at Internship

- Students are expected to conduct themselves in an ethical, professional manner, act respectfully and collegially towards co-workers and supervisors, and dress appropriately for the work environment.
- 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

## Readings

Readings are selected from the list below and may vary according to term and instructor.

Bennett, Milton J. "Becoming Interculturally Competent." In *Toward Multiculturalism: A Reader in Multicultural Education*, edited by Jaime S. Wurzel, 62-77. Yarmouth, Maine: Intercultural Press, 2004.

Bezci, Egemen. "Seeking Shelter in the Anthropocene: Challenges and Opportunities for Taiwan." *The Pacific Review*, July 2021. DOI: 10.1080/09512748.2021.1948912

Boud, David, and John Garrick, eds. *Understanding Learning at Work*. London: Routledge, 1999.

Brading, Ryan. "Generation Z in Taiwan: Low Salaries, 'Little Happiness', and a Social-Media World in the Mix." In *The New Generation Z in Asia: Dynamics, Differences, Digitalisation*, edited by Elodie Gentina and Emma Parry, 71-85. Bingley, UK: Emerald Publishing, 2020.

Chang, Hsiao-Ming, Chiu-Hui Hung, and Chin-Lung Chou. "A Study of Alishan Indigenous Tribal Tourism Development in Taiwan." *Asian Journal of Environment & Ecology* 8, no. 1 (2018): 1-12.

Chang, Hung-Chieh. "Climate Strike or Not? Intersectionality of Age and Culture Encountered by Young Climate Activists in Taiwan." *Journal of Asian Public Policy* (2022).  
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- Hartnett, Stephen J., Patrick Shaou-Whea Dodge, and Lisa B. Keränen. "Postcolonial Remembering in Taiwan: 228 and Transitional Justice as 'The End of Fear.'" *Journal of International and Intercultural Communication* 13, no. 3 (2020): 238-256.
- Ho, Ming-sho. "Occupy Congress in Taiwan: Political Opportunity, Threat, and the Sunflower Movement." *Journal of East Asian Studies* 15, no. 1 (2015): 69–97.
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- Lai, Hung-Ju. "Social Stigma and Management Strategies of Unmarried Single Mothers in Taiwan." *Asia Pacific Journal of Social Work and Development* 32, no. 1 (2022): 38-49.
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### 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



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- Learning through work and other methodological issues

### Topic 2 – Issues in the Taiwanese Workplace

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

### 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

### 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 gleaning 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.