

## Syllabus of Record

**Program:** CET Prague

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

**Total Hours:** Minimum of 150

**Recommended Credits:** 3

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

**Language of Instruction:** English

**Prerequisites/Requirements:** None

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### 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 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—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 10-15 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

- Including a topic-specific bibliography
- 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.

Students are expected to abide by CET's Attendance Policy.

### Grading

The final grade is determined as follows:

20%	Performance at internship placement
20%	Preparation for and participation in class
30%	Weekly written assignments
10%	Case study presentation
20%	Final paper

### Readings

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

- Avdeyeva, Olga (2010). *States' Compliance with International Requirements: Gender Equality in EU Enlargement Countries. Political Research Quarterly*, Vol. 63, No. 1.
- Bell, Judith (2010). *Doing Your Research Project*.
- Bennett, Milton J. 2004. "Becoming Interculturally Competent." In Wurzel, J., ed. *Toward Multiculturalism: A Reader in Multicultural Education*, 2nd ed., pp. 62-77.
- Boud, David and John Garrick, eds. (1999). *Understanding Learning at Work*.
- Bren, Paulina (2012). "Tuzex and Hustler: Living in Up in Czechoslovakia" in *Communism Unwrapped: Consumption in Cold War Eastern Europe*. Oxford University Press.
- Buchanan, Jennifer, Beth Kelley, and Alicia Hatch. "Digital workplace and culture: How digital technologies are changing the workforce and how enterprises can adapt and evolve." Deloitte Development LLC. 2016.
- Costley, Carol, Geoffrey Elliott, and Paul Gibbs (2010). *Doing Work-Based Research: Approaches to Enquiry for Insider-Researchers*.
- DasBender, Gita (2011), "Critical Thinking in College Writing: From the Personal to the Academic" *Writing Spaces: Readings on Writing, Volume 2*.
- DeWalt, Kathleen M. and Billie R. DeWalt, (2010). "What is Participant Observation?" "Learning to be a Participant Observer," *Participant Observation: A Guide for Fieldworkers*.
- Earley, P. Christopher and E. Mosakowski. "Cultural Intelligence." *Harvard Business Review*, Oct. 2004: 1-17.
- Feldman, Daniel C., William R. Folks, and William H. Turnley (1999). *Mentor-Protégé Diversity and Its Impact on International Internship Experience*.

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- Giridharadas, Anand. "The Win-Win Fallacy." *The Atlantic*, September 9, 2018. <https://www.theatlantic.com/ideas/archive/2018/09/the-win-win-fallacy/569434/> (Links to an external site.).
- Hammer, M., R., M., J. Bennett, R. Wiseman (2003). *Measuring Intercultural Sensitivity: The Intercultural Development Inventory*. International Journal of Intercultural Relations.
- Hofstede, Geert (2005). *Cultures and Organizations: Software of the Mind*.
- Hofstede, Geert. Cultural Dimensions: <https://www.business-to-you.com/hofstedes-cultural-dimensions>
- Hofstede, Geert. Comparing Countries: <https://www.hofstede-insights.com/product/compare-countries>
- Kee, Roxine. "How to Ace Your Next Job Interview: 35 Proven Tips." College Info Geek, May 20, 2019. <https://collegeinfo geek.com/job-interview-tips/>
- McKendrick, Joe. "What Do Employees Want? They Want Digital Skills." Forbes.com. Nov. 21, 2018. <https://www.forbes.com/sites/joemckendrick/2018/11/21/what-do-employees-want-they-want-digital-skills/?sh=2a7e5b897f56#1d367a927f56>
- Myant, Martin (May 2007). *Economic Transformation in the Czech Republic: A Qualified Success. Europe-Asia Studies*.
- Neese, Brian. "Intercultural Communication: High- and Low-Context Cultures." Southeastern University Online Learning. Aug. 17, 2016. <https://online.seu.edu/high-and-low-context-cultures/>
- Oates-Indruchová, Libora. *Discourses of Femininity and Masculinity in Transition: Billboards in the Czech Republic*.
- Parilla, Peter F. and Garry W. Hesser (1998). *Internships and the Sociological Perspective: Applying Principles of Experiential Learning*.
- Saviki, Victor (2008). *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education*.
- Sweitzer, H. Frederick and Mary A. King (2013). *The Successful Internship: Personal, Professional, and Civic Development*.
- Tropiano, Stephen (1997). *The Internship Experience: A Practical Guide*.
- Tucker, Joshua, Alexander Pacek, and Adam J. Berinsky (July 2002). Transitional Winners and Losers: Attitudes toward EU Membership in Post-Communist Countries. *American Journal of Political Science*.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Second Edition. New York and London: Routledge, 2006.
- Vajdová, Tereza (2005). *Czech Civil Society: After Fifteen Years of Development*. Brno: CERM.
- Vaněk, Miroslav and Mücke, Pavel. *Velvet Revolutions: An Oral History of Czech Society. Consumption in Cold War Eastern Europe*. Oxford University Press: 2012.
- Watters, Ethan. "The Americanization of Mental Illness." *The New York Times Magazine*. Jan. 10, 2010. 40.
- Zouhar, Jakub. "On a small mother tongue as a barrier to intercultural policies: the Czech language." *Exedra*. 1 (2011). 25-34.

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Zupan, Nada; Robert Kaše, Matevž Raškovič, Kai Yao, and Chunyan Wang. "Getting Ready for the Young Generation to Join the Workforce: A Comparative Analysis of the Work Values of Chinese and Slovenian Business Students." In *Journal of East European Management Studies* 20/2 (2015) 174-201.

### Additional Resources

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.

### Course schedule and 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 and 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
- "Managing your boss"

#### Topic 2 – Coming to terms with culture

- Cultural competency and intercultural sensitivity
- Participant observation
- Navigating the internship site
- Dimensions of National Culture
- Researching social and cultural norms

#### Topic 3 – Focus on the Czech Republic

- Issues in the Czech Workplace
- Overview of etiquette, hierarchies, gender, and other social structures that define the workplace culture in the Czech Republic.
- Language, identity, globalization
- Czech Republic in the context of Central Europe

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

#### Topic 5 – Deep Dives and Case Studies

- Students take turns presenting and discussing each of their internships

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- 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.

### Topic 7 – Moving forward: Career Development and how to best apply the internship experience in the future

- Digitization and the evolving workplace
- Current workplace trends and the new generation
- Thinking about and framing hard skills, soft skills, and values
- Assessing your internship, building a resume, preparing for interview