

## Internship & Seminar

ITRN 3000 (4 credits)

### The Netherlands: Virtual Internship in Sexuality, Gender, and Non-Government Organizations

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Description

This seminar is a twelve-week, 180 hour distance learning course examining the role of non-governmental organizations in education, activism, and international development showcasing a twelve-long internship with a Dutch NGO. Internship enable students to engage with critical issues on the ground in a practical context and gain valuable, resume-building experience a career field related to the core program themes.

SIT will help match students with organizations based on their interests and qualifications. Be aware, a student's first choice might not be possible. Then student and the organization, with input from the SIT staff will develop a plan for the student's internship activities, called the Internship Learning Agreement, which must be approved by SIT's Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the organization and engaging with local experts to achieve internship objectives. Students submit progress reports and check in with SIT staff to review the placement, discussing progress toward the learning objectives and drawing out broader issues related to ethics, positionality, the host culture, and, of course, the program themes as they play out in the context of the internship.

Students are required to fulfil the objectives developed in concert with their organization, and will also prepare a final reflection in which they discuss their learning experience, analyze an issue important to the organization, and apply what they have learned at the internship site to the core themes of the program. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship paper may involve interviews and other data collection methods relevant to achieving internship learning goals. Students will also do a final online presentation to demonstrate how the internship experience enhanced their understanding of the SIT program theme.

#### Learning Outcomes

Upon completion of the Internship & Seminar course students will be able to:

- Demonstrate awareness of the ethics of an internship in the context of the Netherlands;

- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate the output of the internship experience in the form of an oral presentation;
- Show an understanding of how gender and sexuality issues play out in a Dutch and/or international context;
- Assess the challenges of an intersectional approach to gender and sexuality in a Dutch and/or international context;
- Gain meaningful and practical professional experience in their chosen field.

### **Language of Instruction**

This course is taught in English, but students will be exposed to vocabulary related to the internship through a wide range of venues and regional locales prior to the start of the internship. Some internships are available only to students with a working knowledge of Dutch, French, or Arabic.

### **Course Schedule**

This seminar will take place on a remote, virtual basis. This includes both classes and sessions as described below as well as the internship experience.

\*Please be aware that topics and sessions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, or to reflect the changing nature of the issues under discussion. Students will be notified if this occurs.

### **Module 1: Making the Most of Your Internship**

During this module, students will prepare for the internship and the writing of the internship paper, have regular meetings with the academic director and the internship coordinator, reflect on the internship experience, and learn how to use their experience for future professional growth.

#### Sessions 1 & 2: Setting the Stage

These sessions discuss student interests and objectives for the internship. Students meet with the SIT staff first to discuss their interests and possible internship placements, and then, following confirmation of their internship placement to discuss expectations, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

#### Sessions 3 & 4: Getting and Keeping an Internship

These sessions focus on writing a resume and an introduction letter, interviewing, Dutch office politics, and international workplace norms.

#### Session 5: Review and Reflection Plans

These sessions focus on the review and reflection process of the internship experience. Students set weekly learning objectives keep an internship journal, check in weekly, and write progress reports on their learning experience.

### *Required Readings:*

- Prak, M., & Zanden, J. L. (2014). The Netherlands and the Poldermodel: A response. *BMGN-Low Countries Historical Review* Vol.129-1, 125-133.
- Dekker, P., & Van den Broek, A. (1998). Civil society in comparative perspective: Involvement in voluntary associations in North America and Western Europe. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, Vol. 1, No.1, 11-38.
- Switzer, F., & King, M. (2013). The lay of the land. *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4<sup>th</sup> edition). Belmont: CA: Brooks/Cole. (chapter 1)
- Vossestein, J. (2003). Directness and criticism. *Dealing with the Dutch: The Cultural Context of Business & Work in the Netherlands* (19<sup>th</sup> edition). Utrecht: LM Publishers.

### *Recommended Readings:*

- Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4<sup>th</sup> Edition). Belmont, CA: Brooks/Cole (chapter 12).

## **Module 2: The Ethics of Development and Internships**

These sessions focus on the theoretical issues underlying the internship – specifically gender, sexuality, and race – as well as the ethics of working with an international organization. Students will be asked to consider ethical research methods, the white savior complex, and the politics and economics of development organizations. Students are also asked to consider structural social justice issues inherent in the internship experience.

### Sessions 1 & 2: Gender and Migration Theory

These sessions discuss philosophy, political and economic theory, and history, to make sure the students are up to speed on the basis of gender and queer theory as they play out in modern Dutch context. One session will focus on gender and queer theory and another will focus on race and migration in Europe.

### Session 3 & 4: Biopower and International Development

These sessions outline the ethical issues involved in international development. Students will consider the impact of European (specifically Dutch) investment and involvement in the developing world, how structural racism, sexism, and classism work together to reify traditional power structures and European supremacy in the global market. Student will also be asked to consider their own positionality and privilege.

### *Required Readings:*

- Amersfoort, Hans van & Mies van Niekerk (2006) Immigration as a Colonial Inheritance: Post-Colonial Immigrants in the Netherlands, 1945/2002. *Journal of Ethnic and Migration Studies*. (32) 2: 323-346.
- Balkenhol, Markus & Ernst van den Hemel (2019) Odd Bedfellows, New Alliances. *Trajecta. Religion, Culture and Society in the Low Countries*, 28: 1 pp. 117-141(25)
- Bernstein, E. (2019). Brokered Subjects: Sex, Trafficking, and the Politics of

- Freedom, 1-33. Chicago: University of Michigan Press.
- Çankaya, Sinan & Paul Mepschen (2019) Facing racism. Discomfort, alterity and the politics of race in the Netherlands. *Social Anthropology*. Forthcoming.
- Cole, T. (2012). The White-Savior Industrial Complex. *The Atlantic*.
- Hale, S. (2009). Transnational Gender Studies and the Migrating concept of Gender in the Middle East and North Africa. *Cultural Dynamics* 21.2, 133-5.
- Lamble, S. (2013). Queer Necropolitics and the Expanding Carcereal State: Interrogating Sexual Investments in Punishments *Law Critique* 24, 229-53
- Roggebrand, Conny and Mieke Verloo ( 2007) Dutch Women are Liberated, Migrant Women are a Problem: The Evolution of Policy Frames on Gender and Migration in the Netherlands. *Social Policy and Administration* 41(3): 271-288.

#### *Recommended Readings:*

- Chapman, M. (2017). Feminist dilemmas and the agency of veiled Muslim women: Analysing identities and social representations. *European Journal of Women's Studies*, 237-50.
- Drucker, Peter (2014) *Warped, Gay Normality and Queer Anticapitalism*. Leiden: Haymarket Books. (Chapters 3 & 4.)
- Mohanty, C. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*(12/13), 333-358. <https://doi.org/10.2307/302821>

### **Module 3: Reflecting on the Internship**

This module focuses on how the students can reflect on their internship both during and after. This includes weekly check-ins, written progress reports, and sessions on the design and mechanics of the internship final paper. The module covers the final paper's structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired professional experience.

Module 1: Week one

Module 2: First Two weeks

Module 3: Reflecting on the Internship

1. The Final Paper Office Hours
2. Weekly check-ins
3. Module 4
4. Presentations – Debrief and collaborative learning

#### Session 1: Weekly Check-ins

These three sessions have the students speaking to SIT staff about their progress in the internships, any questions they might have, and how their work is helping to form their ideas regarding program themes.

#### Session 2: Writing the Final Paper

Students will discuss the rubric for the final paper, including particular information on the host institution, the output of the internship experience, personal assessment, and the oral presentation.

### Session 3: The Final Presentation

Session will discuss presenting a brief overview of the internship experience, communicating assigned responsibilities and tasks performed, articulating major output of the experience, and providing personal assessment of the internship performance.

#### *Required Readings:*

Bijman, J. (2010). *Guidelines for the Academic Internship Report* Wageningen University & Research: [https://www.wageningenur.nl/upload\\_mm/1/b/d/823ce1cc-13b0-4a15-81a4-e5b24cb7c016\\_internship-guidelines-report.pdf](https://www.wageningenur.nl/upload_mm/1/b/d/823ce1cc-13b0-4a15-81a4-e5b24cb7c016_internship-guidelines-report.pdf)

#### *Recommended Readings:*

Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole.

### **Module 4: Processing and Maximizing the Internship Experience**

This module focuses on ways of processing and articulating the internship as well as equipping students with strategies for making the most of the experience personally, academically, and professionally. These sessions take place while students are embedded in their internships.

#### Session 1: Talking About the Internship Experience

This session allows students to reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of interning in a diverse and challenging environment, and may change the student's perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of the internship, of completing tasks, handing over projects to and sharing insights with colleagues on the internship, and setting realistic goals for the future.

Session content includes:

- Processing the end of the internship experience
- Closure with colleagues and supervisors
- Articulating the experience and setting plans for the future

#### Session 2: How to Include Your Internship on Your Résumé

During this session, students will learn appropriate ways of including their internship on their résumés and in online professional platforms such as LinkedIn.

#### Session 3: Next Steps

This final session occurs in the final week of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other professional settings, opportunities for professional growth, and how to make optimal use of the internship experience. They will discuss ways to describe the experience gained and skills learned in their internship in cover letters and how to use this experience for future professional growth.

## **Ethics**

The internship experience must reflect SIT's ethics policy and commitment to the values of reciprocity. The student intern should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of SIT's code of conduct or employee conduct at the host institution will result in an immediate termination of the internship and can lead to further disciplinary sanctions by SIT.

## **Evaluation and Grading Criteria**

At the end of the internship period, students are expected to present their work to the group. Assessment of both written work and the oral presentation is based on quality, academic scholarship, and adherence to the highest ethical standards.

## **Description of Assignments**

### Reading Reflections and Class Participation (5%)

Students will be expected to write up to four short (one page) reflections on the theory readings on topics assigned in class.

### Learning Agreement and Progress Reports (5%)

The Learning Agreement states the tasks and goals of the internship, signed by the organization and the student. If the student is to conduct research for the organization, the AD must approve the research and an IRB form may be required. Consult with the internship supervisor.

The Progress Reports are uploaded at the end of every week to keep track of your own learning and performance during the internship as well as to keep the internship coordinator up to date.

### Internship Performance (40%)

Performance at the internship will be the single largest contributor to a student's overall grade. The internship supervisor provides a performance review which the internship coordinator takes into consideration when assigning a grade.

### Final Paper (35%)

Students are expected to submit a 15-20-page final paper at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which summarizes the work and history of the organization and incorporates a number of references, detailed description of the activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that connects learning at the internship to the broader themes of the semester program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance. (Example at the end of syllabus.)

### Oral Presentation (15%)

Students will present their final project to their peers and program staff. Students provide a succinct and clear description of the internship experience, including a brief history of the organization, the duties performed, activities undertaken during the internship, and insights gained relevant to the core program themes. Students should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

#### Assessment of the Internship

Reading Reflections and Class Participation	5%
Learning Agreement and Progress Reports	5%
Internship Performance	40%
Final Paper	35%
Oral Presentation	15%

#### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

#### **Expectations and Policies**

- Show up prepared, on time, and appropriately dressed for your internship. Comply with organization rules.
- Have progress report assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions when meeting virtually with your site supervisor and/or colleagues. Engage yourself in everyday life of the organization as much as possible (be present at online meetings, make small talk and initiate interaction).
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your internship supervisor and colleagues, classmates, lecturers, local constituents). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at **disabilityservices@sit.edu** for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at **<http://studyabroad.sit.edu/disabilityservices>**.

<b>RUBRIC: Internship Paper</b>	
<b>Category</b>	<b>Possible Considerations</b>
<b>Title / Acknowledgements / Abstract/Technical Aspects</b>	<ul style="list-style-type: none"> <li>-The title is succinct and captures the essence of the internship experience</li> <li>-The acknowledgements are complete and professionally written</li> <li>-The abstract clearly summarizes the internship experience and learning outcomes</li> <li>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</li> <li>-There are no mistakes in writing &amp; grammar, spelling &amp; punctuation</li> <li>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</li> </ul>
<b>Contextualization and Organizational Profile</b>	<ul style="list-style-type: none"> <li>-Important themes and background information are provided so reader understands the field in which the internship organization operates</li> <li>-The history and work of the internship organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described</li> <li>-The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated</li> <li>-Care is taken not to harm by criticism, nor evaluate</li> <li>-The community served by the organization is described in sufficient detail</li> </ul>
<b>Internship Focus/Objectives/Justification</b>	<ul style="list-style-type: none"> <li>-The paper specifies the focus area of the internship within the organization's broader work</li> <li>-The objectives of the internship are clearly presented and appropriate; how the objectives relate to the program theme and/or Critical Global Issue are clearly described.</li> <li>-The student's internship tasks/duties at the organization are presented and justified.</li> </ul>
<b>Information Acquisition</b>	<ul style="list-style-type: none"> <li>-How information was gathered in order to compose the final internship paper is explained in a clear and accurate manner and supporting materials are included in appendices (if applicable)</li> <li>-A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).</li> </ul>
<b>Positionality and Ethics</b>	<ul style="list-style-type: none"> <li>- The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview.</li> <li>- The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality.</li> <li>-Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed</li> <li>-Appropriate consideration is given to informed consent,</li> </ul>

	<p>anonymity, and confidentiality of participants, in keeping with human subjects protocols and the LRB-approved internship learning agreement</p> <ul style="list-style-type: none"> <li>-The internship strengthens relationships and contributes to mutual trust between the author, the organization and its clientele in ways that are respectful, culturally appropriate, and collaborative</li> <li>-The internship project is responsive to host organization and/or host community needs, as applicable</li> </ul>
<b>Critical Reflection on Internship Experience</b>	<ul style="list-style-type: none"> <li>-The description of tasks and responsibilities is clear.</li> <li>-The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience.</li> <li>-Key professional lessons learned through the internship experience are described with specific examples</li> <li>-A personal evaluation of performance in the internship is included with suggestions of how it could have been improved.</li> <li>-Ways in which student identity may have shaped their insights of the internship experience are described</li> </ul>
<b>Analysis of Critical Issues/Themes</b>	<ul style="list-style-type: none"> <li>-The manner in which the organization and its work are linked to the core themes of the program is described.</li> <li>-Analysis is given by comparing and contrasting the theory of the work/field studied throughout the semester with the practice of the work at the specific internship site.</li> <li>-Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.</li> </ul>
<b>Conclusions &amp; Recommendations for Future Interns</b>	<ul style="list-style-type: none"> <li>-The main insights and lessons learned through the internship experience are detailed</li> <li>-Recommendations of opportunities or projects for future interns are described.</li> </ul>

Module 1: week one

Module 2: First Two weeks

Module 3: Reflecting on the Internship

5. The Final Paper Office Hours

6. Weekly check-ins

7. Module 4

8. Presentations – Debrief and collaborative learning