

Virtual Internship & Seminar

ITRN 3005 (5 credits)

Netherlands: Virtual Internship in Sexuality, Gender & Non-Government Organizations

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

Description

This virtual internship and seminar is a summer six-week distance learning course comprised of 225 hours. Students intern with a local community organization, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 37.5 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to gender equality and international human rights. SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship colleagues and the internship supervisor to achieve internship objectives.

Students will be informed of the types of internships available and the placement process early in the program. An interview may be required before an internship placement is finalized.

Internship placements may include TRANS magazine, Fenix Legal Aid, Diversity Rules, Fairwear, or Simavi.

Each student will be required to submit a final paper in which they process their learning experience on the internship and link those reflections to core program themes. Approved in advance by the academic director, 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 presentation to demonstrate how the internship experience enhanced their understanding of the SIT program theme and its Critical Global Issue focus. Rubrics for the paper and presentation will be shared with students before the internship begins.

Learning Outcomes

The Internship & Seminar comprises 225 hours for five academic credits. Upon completion of this course, students will be able to:

- Demonstrate awareness of the ethics involved in doing 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 new learning from the internship experience in the form of an oral presentation;
- Show understanding of the way the concepts of gender and sexuality play out in the Dutch and greater international context;
- Assess the challenges of the tensions inherent in the interplay of diverse understandings of gender, sexuality, race, religion, and place of origin.
- Gain meaningful and practical experience in their chosen field.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of gender and sexuality through expert lectures and their internship experience.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness,

skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts

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

Assignments and Evaluation

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.

Assignment Descriptions and Grading Criteria

1) Reading Reflections and Class Participation (10%)

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

2) Learning Agreement and Progress Reports (10%)

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; this allows students to keep track of their learning and performance during the internship as well as to keep the internship coordinator up to date.

3) 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.

4) 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.)

5) Oral Presentation (5%)

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

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| Reading Reflections and Participation | 10% |
| Learning Agreement and Progress Reports | 10% |
| Internship Performance | 40% |
| Final Paper | 35% |
| Oral Presentation | 5% |

Attendance and Participation

Criteria for evaluation of student performance include participation in synchronous and asynchronous activities. Unjustified absences impact academic performance, may impact grades, and could result in dismissal from the program. Further, attendance is necessary but not sufficient. Students must show up prepared and actively take part in classroom activities.

Late Assignments

The curriculum is designed to build on itself and progress to the culmination (internship). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program. Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

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| 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 |

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have 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 in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (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.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our virtual classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, the AD will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the AD and/or seek help from counseling services.
- Virtual classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.
- Report to work prepared and appropriately dressed for your virtual internship. Respect organization rules.
Follow proper guidelines for courteous communication in an online environment.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study

and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

Module I: Critical Global Issue in Dutch Context

In this module, students get an introduction to the theme of the program while examining the critical global issue in the context of the program country and how it relates to their internship experience. 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. 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.

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 Carceral 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 II: Making the Most of Your Internship

This module occurs prior to the start of the internship and will prepare students for the demands and expectations of an internship, strategies for success, and academic requirements.

Session 1: 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.

Session 2: Positionality and Internship Ethics/Awareness

1. What do you bring to your role as intern that may influence how you perceive and engage in the internship experience?
 - a. Stereotypes and preconceptions about interning in the Netherlands.
 - b. What are your motivations? How do you imagine your role?
2. Introduction to Work Culture in Amsterdam
3. Introduction to Internship – visit and develop understanding of context and position in field/country
4. Ethics in Internships: This is an opportunity to discuss and reflect on the ethics of engaging in internships in an international context in general and in the Netherlands in particular.

Session 3: The Internship Learning Agreement

Central to a successful internship experience is development of the Internship Learning Agreement. The academic director will work with students individually and as a group to review the purpose of the Internship Learning Agreement. The academic director will discuss student strategies for collaborating with the internship supervisor to design the contents of the Internship

Learning Agreement in adherence to internship learning objectives and in collaboration with the internship supervisor at the host organization. The Agreement also helps to ensure a clear understanding of the objectives of the internship among the student, academic director, and internship supervisor.

Once internship placements are confirmed, the students, together with the academic director will review objectives for the internship and discuss expectations, learning agreements, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

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 Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th edition). Belmont: CA: Brooks/Cole. (chapters 1 -5)
- Vossestein, J. (2003). Directness and criticism. *Dealing with the Dutch: The Cultural Context of Business & Work in the Netherlands* (19th edition). Utrecht: LM Publishers.

Module III: The Internship Experience: Review and Reflection

This module occurs after students have begun their internship. Critical, guided reflection will play a key role in student development and learning during the internship. Students will keep an internship journal in which they respond to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Students will submit two progress reports on their successes and limitations toward achieving learning objectives. Students will also meet with their instructor and other internship students for reflection and discussion during the internship.

Internship observations: *How is the professional environment different from what you are used to? What are you learning about working collaboratively in this environment? How do you find yourself reacting to and adjusting to workplace practices that are different from what you are accustomed to? How does it feel to be a intern in this environment? Why?*

Theory and Practice: Digging Deeper: *How does the work of your internship site connect to important program themes? How has the experience at your internship challenged or affirmed the arguments in a reading or lecture from this semester?*

Skills and Experience: *What insights to this field have you gained through your internship? What skills are most valuable for this internship site and what opportunities have you had to improve your skills in this area? What has challenged you and how are you handling those challenges? How do you see this experience preparing you for future opportunities?*

Learning Goals: *How much progress have you made toward your learning goals? What experiences or activities have contributed to your ability to meet them? Are you learning something important you didn't anticipate and would like to add to your Learning Goals at this time?*

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

Sweitzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole (Chapters 6 -13).

Module IV: Processing and Maximizing the Internship Experience

The final module occurs toward the end or after the internship and focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally. Students will 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 new 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, with an emphasis personal reflection, and setting realistic goals for the future.

Additional seminar content will include:

1. Processing the conclusion of the internship experience
2. Closure with colleagues and supervisors
3. Articulating the experience through an oral presentation
4. Next Steps: How to include your internship on your résumé, how to frame the internship in a cover letter, and other ways to build on this experience.

| RUBRIC: Internship Paper | |
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| Category | Possible Considerations |
| Title / Acknowledgements / Abstract/Technical Aspects | <ul style="list-style-type: none"> -The title is succinct and captures the essence of the internship experience -The acknowledgements are complete and professionally written -The abstract clearly summarizes the internship experience and learning outcomes -Table of contents, In-text citations, and reference list or bibliography are done correctly and completely -There are no mistakes in writing & grammar, spelling & punctuation -The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing |
| Contextualization and Organizational Profile | <ul style="list-style-type: none"> -Important themes and background information are provided so reader understands the field in which the internship organization operates -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 -The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated -Care is taken not to harm by criticism, nor evaluate -The community served by the organization is described in sufficient detail |
| Internship Focus/Objectives/Justification | <ul style="list-style-type: none"> -The paper specifies the focus area of the internship within the organization's broader work -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. -The student's internship tasks/duties at the organization are presented and justified. |
| Information Acquisition | <ul style="list-style-type: none"> -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) -A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum). |
| Positionality and Ethics | <ul style="list-style-type: none"> - The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview. - The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality. -Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed -Appropriate consideration is given to informed consent, anonymity, and confidentiality of participants, in keeping with human subjects protocols and the approved internship learning agreement -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 -The internship project is responsive to host organization and/or host community needs, as applicable |

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| <p>Critical Reflection on Internship Experience</p> | <ul style="list-style-type: none"> -The description of tasks and responsibilities is clear. -The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience. -Key professional lessons learned through the internship experience are described with specific examples -A personal evaluation of performance in the internship is included with suggestions of how it could have been improved. -Ways in which student identity may have shaped their insights of the internship experience are described |
| <p>Analysis of Critical Issues/Themes</p> | <ul style="list-style-type: none"> -The manner in which the organization and its work are linked to the core themes of the program is described. -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. -Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience. |
| <p>Conclusions & Recommendations for Future Interns</p> | <ul style="list-style-type: none"> -The main insights and lessons learned through the internship experience are detailed -Recommendations of opportunities or projects for future interns are described. |