

Global Internship Practice & Seminar ITRN-3006 (6 credits)

Netherlands: Identity Matters

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.

Course Description

This immersive, six-week internship invites students to explore the intersections of identity, power, and community through hands-on engagement with organizations working toward social justice, equity, and inclusion. Grounded in critical reflection and real-world professional experience, students will examine how dimensions of identity shape individual and collective experiences and action. Through placements with community partners such as local grassroots organizations and larger (I)NGOs, regular dialogue sessions, seminar sessions, and guided academic reflection, students will deepen their understanding of identity in practice—while building core competencies such as leadership, communication, critical thinking and self-development. The aim of the internship is to enable students to gain valuable professional experience, personal growth, and support their organization's work towards a more equitable future for all.

Internship Placement Process

SIT will facilitate internship placements through its established network of partner organizations, who are changemakers in the Netherlands deeply committed to tackling systemic root causes of many of the contemporary issues in Dutch society and beyond. Students will intern at a variety of institutions, including local community organizations, research centers, businesses, and international NGOs. Previous interns were involved with projects where they created and helped maintain an archive for a national magazine by and for trans persons in the Netherlands, developed and implemented the social media policy of a queer artists collective, organized and helped deliver events for a community collective that caters to the queer BIPOC community, and drafted policy papers for an international research organization dedicated to expanding access to sexual and reproductive health rights.

To support the internship placement process, SIT conducts pre-departure meetings and online internship preparation modules. These modules introduce career competencies and guide students through the internship placement process (student interests, familiarization with organizations, application process, interviewing, and final placement). Students are highly encouraged to fully engage in these mandatory modules as they prepare for an intensive experience at their internship placement. Final placements and the Internship Learning Agreement must be approved by SIT program leadership.

Learning Outcomes

Upon completion of the course, students will be able to:

- Articulate the knowledge and skills they developed through their internship experience.
- Expand their professional network through their relationships with professionals, mentors, and potential employers within their field of interest.
- Collaborate with colleagues/mentors/supervisors to achieve common goals and contribute to organizational success.
- Interact and communicate across diverse professional and cultural contexts.
- Apply problem-solving skills for real-world challenges encountered during the internship.
- Analyze how the socio-political context in the Netherlands shapes the issues addressed by the internship host and influences its work.

Language of Instruction

This course is taught in English. Placements sites are multilingual.

Instructional Methods

SIT's philosophy of education is rooted in experiential learning model, which drives the design of this class. Each module allows for experience, reflection, and application. Experiences range from critical analyses of datasets to site visits and conversations with local experts.

These experiences are framed by readings, multimedia texts, and class discussion. Reflection occurs throughout the learning process in various forms, such as verbal debriefs after learning on location experiences to reflexive components in papers/projects. Through reflection, students are encouraged to become aware of their process of learning, to make sense of their experiences, and connect the learning acquired on the program with previous experiences and information. Application activities reinforce learning by practicing communication skills, experimenting with theories, and preparing to transfer learning to future contexts.

Required Texts

Articles on course reserve

Recommended Text

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

Assignments and Evaluation

Brief Description of Assignments (additional details will be made available during the internship orientation program).

Internship Learning Agreement (Three-Parties Agreement, Internship Convention) (5%):

Preparation of the agreement between the student and internship placement site that outlines

objectives, scope of assignment (research activities and/or projects), and the roles and responsibilities of each party to the agreement.

Internship Reflective Video Journal (20%, 4 uploads @ 5%): Students will keep a weekly video journal throughout the seminar, reflecting on their personal experiences, challenges, and growth regarding identity and advocacy within their internship. Each video journal entry should be **5-7 minutes** in length and be uploaded to Canvas by the end of each week.

Confidentiality Note: As part of this assignment, it is essential that students respect the confidentiality and privacy of the NGO, its staff, and the individuals served by the organization. Therefore, it is essential that you:

- Do not mention the name of the NGO or any other identifying information about the organization, including its location, specific programs, or projects, unless explicit consent is given by the organization.
- Do not identify any staff members or individuals served by the NGO by name, image, or any other personal identifiers. Any interviews or discussions should focus on general themes, experiences, and lessons learned, without revealing the identities of individuals.
- If any direct quotes or stories from individuals are included, ensure that they are anonymized or consented to by the individuals involved, and their identities are protected.

These provisions are enacted to ensure that the privacy and dignity of all participants are maintained and that the NGO's confidentiality policies are upheld. If you have any questions or need clarification about confidentiality or consent, please consult with your instructor.

Internship Progress and Performance (40%): This assessment is designed to evaluate your progress and performance throughout the internship. It will assess your professional achievements, personal development, and alignment with the goals set at the beginning of the internship. Your performance will be reviewed based on self-assessments, feedback from your internship supervisor, and the overall contributions you make to the organization. This comprehensive assessment takes place over the course of the internship, following this structure:

Self-Assessment (Due at Week 3 and Week 6):

- At the beginning of each feedback cycle (Week 3 and Week 6), you will submit a self-assessment where you reflect on your learning, growth, and challenges so far. In your self-assessment, include:
 - Your key accomplishments and contributions to the organization.
 - Skills you have developed or areas where you feel you still need improvement.
 - How well you are meeting the goals you set at the start of the internship.

Supervisor Feedback (Due at Week 3 and Week 6):

Your internship supervisor will complete a feedback form at the midpoint and at the end of your internship. This feedback will evaluate your:

- Professionalism and reliability (e.g., attendance, participation, and punctuality).
- Ability to meet assigned responsibilities and contribute to projects.
- Communication and teamwork with colleagues and supervisors.
- Adherence to ethical and academic guidelines in your work.

Field Visit Evaluation (midpoint):

The Academic Director or internship Coordinator will conduct a field visit to your internship organization to assess your progress. The visit will involve a discussion with you and your supervisor, focusing on:

- Your overall contributions to the organization.
- Alignment with the professional and academic guidelines.
- Insights into your growth and areas for improvement.

Final Portfolio (25%): The final portfolio is composed of 4 components, detailed below. Rubrics for the final portfolio will be shared with students in-country.

- Representative work samples (15%)
- Revised Resume (5%)
- Linked In Profile (5%)

Representative Work Samples: Work samples are tangible examples of the tasks, projects, or achievements completed during the internship. These samples showcase the intern's skills, contributions, and overall performance. The specific work samples can vary widely depending on the nature of the internship. Common examples include reports, data gathering and analysis, presentation materials, marketing assets (website content, social media posts, brochures, etc), training materials, etc. When compiling work samples, consider confidentiality and privacy agreements, ensuring that the materials shared comply with the policies of the internship host organization.

Revised Resume: Students will update their resumes to reflect appropriately the knowledge, skills, core competencies, responsibilities, and accomplishments amassed via their internship experience.

LinkedIn Profile: Students will create or update their LinkedIn profile to integrate the knowledge skills, and accomplishments from their internship experience.

Presentation (10%): Students will prepare and deliver a presentation that reflects on how their internship experience working with an identity-focused organization dedicated to social justice, equity, and inclusion. In this reflection, consider:

- How your personal and professional identity has evolved during the internship.
- The impact of your contributions to the organization.
- The skills you have gained and how they relate to your future career.
- Any challenges faced and lessons learned from the experience.

Assessment of the Internship

Internship Learning Agreement	5%
Internship Reflective Video Journal	20%
Internship Performance	40%
Final Portfolio	25%
Presentation	10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the Academic Director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). 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.

Example: 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

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

- Have internships assignments completed on schedule and done according to the specified requirements.
- Comply with academic integrity policies (no plagiarism, cheating or unauthorized use of Generative AI tools like ChatGPT, full compliance to ethical standards is expected).
- Respect differences of opinion (colleagues, lecturers, local constituents engaged with on the internship). You are not expected to agree with everything you hear, but you are expected to listen across differences 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. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Off-task usage is not acceptable.
- Internship Communication: Internship documents and assignments will be posted on Canvas or OneDrive. You are responsible for informing the Academic Director about any network-related problems that may influence your participation in this internship.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. If you are struggling to keep up with the work or participate in the internship because of the nature of the content and activities, you should speak with the Academic Director and/or seek help from counseling services.

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

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

PROGRAM SCHEDULE

Pre-Arrival Preparation and Placement Process (~4 weeks prior to arrival)

- Students will have an online meeting with program leadership to prepare for the internship application process.
- Students will complete a core competency seminar (~1 hour in Canvas), comprised of a minimum of 4 career competency modules related to the internship experience.
- Students will receive a list of available placements at internship institutions 3-4 weeks prior to arrival. Students will start the application process, which may involve group or individual interviews. Internship placements are finalized after completion of the core competency seminar, generally 1-2 weeks prior to arrival. In the event placement is not finalized prior to arrival, it will be completed on-site during the first week of the program.

WEEK 1: Introduction to Internship and Identity in Amsterdam

This week prepares students for their internship experience in Amsterdam.

- Arrival and orientation to program and Amsterdam
- Internship placement orientation and onboarding: site visit and initial meetings with internship supervisor to confirm internship objectives and relevant projects
- Seminar discussion topic: navigating your personal, social, and professional identities in the workplace
- Assignment: finalize Internship Learning Agreement

Required Texts for Seminar Discussion:

- Jackson, D. (2017). Developing pre-professional identity in undergraduates through work-integrated learning. *Higher Education*, 74(5), 833–853.
<https://doi.org/10.1007/s10734-016-0080-2>
- Dekker, P., van den Broek, A. Civil society in comparative perspective: Involvement in voluntary associations in North America and Western Europe. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* 9, 11–38 (1998).
<https://doi.org/10.1023/A:1021450828183>

Recommended:

- Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole, (chapters 2, 3, 7), 31-84, 180-200

WEEK 2: Identity and Professional Interactions

Students settle into their placements and work on their assignments for the organization and the program.

- Internship (~ 32 hours) and internship-related work projects
- Seminar discussion topic: Identity in Professional Interactions
- Assignment:
 - Video Journal Entry #1: Reflect on your experiences in professional interactions (with colleagues, stakeholders, or community members). How has your identity influenced the way you are perceived or the way you perceive others in the workplace? Discuss any challenges or surprises you encountered regarding identity in your professional relationships.

Required Texts for Seminar Discussion:

- Netherlands Chamber of Commerce. Diversity and Inclusivity at Work. <https://business.gov.nl/staff/terms-of-employment/diversity-and-inclusivity-at-work/>.
- Peters, P., Bleijenbergh, I. and Poutsma, F. (2010), "Towards a new culture of workplace inclusiveness: the Dutch case", *Equality, Diversity and Inclusion*, Vol. 29 No. 5, pp. 532-533. <https://doi.org/10.1108/02610151011052807>

Recommended:

- Baumler, R. (2024). Negotiating trans identity and boundaries at work: How situational and personal factors affect workplace identity communication. *Western Journal of Communication*, 89(1), 132–154. <https://doi.org/10.1080/10570314.2024.2324380>
- van der Toorn, J., & Gaitho, W. (2021). LGBTIQ+ workplace inclusion: A global issue requiring a transdisciplinary and intersectional approach. *Tijdschrift voor Genderstudies*, 24(3/4), 376–387. <https://doi.org/10.5117/TVGN.2021.3/4.010.TOOR>
- Tomlinson, M., & Jackson, D. (2019). Professional identity formation in contemporary higher education students. *Studies in Higher Education*, 46(4), 885–900. <https://doi.org/10.1080/03075079.2019.1659763>

WEEK 3: Self-Assessment and Organizational Identity in Advocacy

Students engage in self-assessment of their performance and reflect on their experiences within their workplace's organizational culture and ethos. Midpoint visits begin.

- Internship (~ 32 hours) and internship-related work projects
- Seminar discussion topic: organizational identity and advocacy
- Assignments:
 - Video Journal Entry #2: Reflect on the NGO's organizational identity (again, without naming the organization) and how it shapes its approach to advocacy and its work. Discuss any moments when your personal identity aligned or conflicted with the organization's values or actions.

- Self-Assessment #1

Required Texts for Seminar Discussion:

- Brown, T. J., Dacin, P. A., Pratt, M. G., & Whetten, D. A. (2006). Identity, intended image, construed image, and reputation: An interdisciplinary framework and suggested terminology. *Journal of the Academy of Marketing Science*, 34(2), 99–106. <https://doi.org/10.1177/0092070305284969>
- Ybema, S., Vroemisse, M., & van Marrewijk, A. (2012). Constructing identity by deconstructing differences: Building partnerships across cultural and hierarchical divides. *Scandinavian Journal of Management*, 28(1), 48–59. <https://doi.org/10.1016/j.scaman.2011.12.006>

Recommended Texts:

- Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole, (chapters 3,4), 50-109
- Cornelissen, J. P., Akemu, O., Jonkman, J. G. F., & Werner, M. D. (2020). Building character: The formation of a hybrid organizational identity in a social enterprise. *Journal of Management Studies*, 58(2), 345–375. <https://doi.org/10.1111/joms.12640>

WEEK 4: Emotional Labor and the Affective Dimensions of Identity-Affirming Work

Working for a cause can be very rewarding but also emotionally draining. This week, we focus on the role of emotions in identity-affirming advocacy. Midpoint visits conclude.

- Internship (~ 32 hours) and internship-related work projects
- Seminar discussion topic: the affective dimensions of identity-affirming work and the emotional labor of working for a cause, working for justice
- Assignment:
 - Video Journal Entry #3: Reflect on the emotional labor involved in your identity-affirming and justice-oriented work. Can you identify moments where you've had to manage or suppress your emotions to maintain professionalism? How do these emotional demands influence your engagement with the work? What strategies or coping mechanisms have you used (or could use) to manage the emotional demands of your work? How can these help you build resilience in your future career?

Required Texts for Seminar Discussion:

- Rodgers, K. (2010). 'Anger is Why We're All Here': Mobilizing and managing emotions in a professional activist organization. *Social Movement Studies*, 9(3), 273–291. <https://doi.org/10.1080/14742837.2010.493660>
- Kolb, K. H. (2011). Sympathy work: Identity and emotion management among victim-advocates and counselors. *Qualitative Sociology*, 34(1), 101–119. <https://doi.org/10.1007/s11133-010-9177-6>

Recommended:

- Humphrey, N. M. (2021). Racialized emotional labor: An unseen burden in the public sector. *Administration & Society*, 54(4), 741-758. <https://doi.org/10.1177/00953997211037583>
- Winkler, I. (2016). Identity work and emotions: A review. *International Journal of Management Reviews*, 20(1), 120–133. <https://doi.org/10.1111/ijmr.12119>
- Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole, (chapter 8), 209-249.

WEEK 5: Cultural Competence and Identity in a Global Internship

A global internship comes with a unique set of challenges. While working for a meaningful cause can create a sense of unity with your colleagues, cultural differences may also lead to feelings of not fully belonging. These challenges are part of the process of building cultural competence—understanding how your own identity shapes interactions and learning how to navigate cultural dynamics.

- Internship (~ 32 hours) and internship-related work projects
- Seminar discussion topic: cultural competence, intercultural communication, and identity
- Assignment:
 - Video Journal Entry #4: Reflect on a moment when you felt both united by the cause and distanced by cultural differences. How did this experience affect your sense of belonging within the organization? What strategies did you use to improve communication, adapt to the new environment, and engage with the workplace community? How have your experiences shaped your approach to navigating cultural differences while maintaining your authentic identity?
 - Final Portfolio: Drafts of revised resume and LinkedIn profiles due for peer review

Required Texts for Seminar Discussion:

- Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <https://doi.org/10.9707/2307-0919.1014>
- Lahti, M., & Valo, M. (2017, July 27). *Intercultural workplace communication*. Oxford Research Encyclopedia of Communication. Retrieved June 26, 2025, from <https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-404>

Recommended:

Lambert Snodgrass, L., Hass, M., & Ghahremani, M. (2021). Developing cultural intelligence: Experiential interactions in an international internship program. *Journal of Global Education and Research*, 5(2), 165–174.

WEEK 6: Final Integration and Reflection: Completing Your Internship Journey

Students wrap up their internships, associated work projects, and program assignments.

- Internship (~ 32 hours)
- Assignments:
 - Presentations
 - Self-Assessment #2
 - Final Portfolio Due