IN 397 - GLOBAL INTERNSHIP SEMINAR
IES Abroad Fall & Spring Semester

DESCRIPTION:
This course constitutes the academic compendium for an internship placement that is coordinated and supervised by IES Abroad. It is jointly offered by selected IES Centers that offer internships as part of their semester programs and employs a blended learning approach combining virtual online teaching and in-person sessions at the respective location. The course thus provides a global context for local internship placements at the participating centers by examining cross-cultural issues in the workplace, bringing together students from different centers in different locations with the aim of developing globally minded future leaders. The course introduces students to theoretical tools for identifying, examining, and effectively negotiating different professional environments. Local course-related trips and guest speakers help students to develop cultural intelligence about their host communities and different professional cultures. Readings, lectures, and activities aim to sharpen students’ critical capacities for cross-cultural analysis and enable them to build competencies related to communication, relationship development, leadership, collaboration, and conflict management in intercultural environments. Both synchronous and asynchronous class discussions provide students with opportunities to share their first-hand experiences, while the course’s instructor and cross-center framework encourages them to situate and contextualize different perspectives and work realities. Skill-building exercises and student presentations will train students to hone and effectively communicate the competencies they develop.

CREDITS: 3 credits

CONTACT HOURS: 25 hours. Students also spend 80-120 hours at their internship placement, depending on the needs of the institution.

INSTRUCTOR: Amanda Swain, Ph.D.

LANGUAGE OF INSTRUCTION: English (local language for local activities)

PREREQUISITES: none

ADDITIONAL COST: none

METHOD OF PRESENTATION:
Synchronous and asynchronous online instruction will include class discussions, lectures, and conversations with professionals. Student presentations and class activities and exercises will facilitate engagement with course concepts and promote self-reflection and skill-building. In-person class sessions in their host center will also allow students to hear from guest speakers, participate in course-related trips, and clarify internship expectations with their Internship Coordinator.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Active participation - 10%
- Internship journal - 20%
- Student presentations - 10%
- Final analytical paper - 30%
- Evaluation of on-site work by placement supervisor using IES Abroad metric - 30%

Active Participation
The evaluation of class participation will take into account student’s active and thoughtful participation in live class discussions and course-related trips as well as in online sessions. Active participation in synchronous online sessions will require connecting in a timely manner, actively contributing to class discussions with the video camera turned on, and demonstrating effort in exercises and group discussions. Active participation in asynchronous online sessions includes completing readings and associated activities on time and in a thorough, thoughtful way. A rubric for participation is available on Moodle and will be shared with students.
Internship Journal
Journal entries are an important tool for helping students track their learning and development at their placements, allowing them to record their experiences at their internships, feelings, and cultural observations over the course of the semester. Each entry should be a minimum of 500 words and should respond to the week’s prompt, which will be tied to class topics and will ask students to make connections between course discussions and their experiences outside class. Journal entries will receive personal feedback from the instructor intended to help students negotiate their workplace contexts and support them in tying their first-hand experiences to themes addressed in class.

Student Presentations
Students will be asked to give three 3 to 5-minute presentations over the course of the semester based on class activities that ask them to apply class concepts and frameworks to their internship. The presentations will require students to contextualize their work placements or organizations and to synthesize their internship experiences and communicate them effectively. Guidelines will be shared with students and available on Moodle.

Final Paper
The final output for the class is an analytical paper. The paper is an opportunity for students to evaluate their overall internship experience and placement workplaces in relation to the theoretical concepts discussed in class and to assess their personal and professional development in relation to global competencies. The paper should be 1500-2000 words in length and should include at least two sources external to course readings to help support and contextualize their ideas.

Evaluation of On-site Work
In consultation with the students’ internship coordinators, internship placement supervisors will utilize the IES Abroad rubric to assess student performance and their development of practical and soft skills over the course of the placement.

LEARNING OUTCOMES:
By the end of the course students will be able to:
• Build a conceptual toolkit for analyzing workplace cultures and contextualizing first-hand experiences
• Identify and compare national, organizational, and regional cultural differences and their implications for workplaces and global teams
• Evaluate their own biases, expectations, strengths, and weaknesses in relation to professional contexts, especially with regard to communication styles, professional relationships, leadership, and conflict management
• Synthesize, communicate, and contextualize their internship placements and experiences in an effective way
• Develop awareness of the complexity of interdependent global networks and greater mindfulness of their own positions and impacts in relation to these interconnected flows

ATTENDANCE POLICY:
Attendance is mandatory. Students are allowed 1 non-penalized absence from the seminar, which is specifically intended to be used if unexpected events arise, such as illness or emergency. For each additional absence, 3 percentage points will be deducted from the final grade. More than 4 absences will result in automatic failure of the course and may result in administrative review, inability to continue with the internship placement, and/or dismissal from the program.

ACADEMIC INTEGRITY:
Students are expected to abide by the IES Abroad Academic Integrity Code.

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| Session 1: LOCAL | Local Introduction  
• In person, onsite.  
• Get to know your local peers and | Reading:  
• Selected readings related to local culture and etiquette (provided locally) |
### Internship Coordinator

- Discuss internship expectations, communication process, and objectives.

### “How Europeans See America,” *New York Times*, Oct. 25, 2019 (video, 4:35 min.)

**Assignments:**
- Journal entry 1 due (goals and expectations)

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#### Session 2: LOCAL History, Politics & Economy of Host City

- *In person, onsite.* (Guest Lecture at each location that will be recorded and uploaded to Moodle for the other centers to watch)
- Identify the factors defining the job market, politics, and socio-economic structure of your host city and country.
- How is your internship organization embedded in the local, national, and European socio-economic system?

**Reading:**
- Selected readings related to local economy, job market, political and/or socio-economic context (provided locally)

**Assignments:**
- Create an entry for the class “Host City Profile” on Moodle

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#### Sept. 22 Introduction to Joint Internship Seminar

- *Online, synchronous.*
- Outline course expectations and structure
- What are soft skills?
- Small group discussions in which students from each center present on their host city

**Reading:**
- "What is Global Citizenship?" Ideas for Global Citizenship

**Assignments:**
- Prepare 3 min. presentation based on your entry for the Host City Profile to present in class
- Journal entry 2 due (first impressions)

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#### Sept. 29 Creating a Cultural Analysis Toolkit I

- *Online, asynchronous.* (Recorded lecture + Moodle activities).
- Introduction to the Cultural Analysis Toolkit, the Developmental Model of Intercultural Sensitivity, and Hofstede’s model of organizational culture

**Reading:**
- “Introduction to the Developmental Model of Intercultural Sensitivity (DMIS)” (instructor course pack, 6pp.)
- “Hofstede on Organizational Culture” (instructor course pack, 7pp.)

**Assignments:**
- View instructor lecture “What is culture?”
- Take the self-assessment in the “Cultural Analysis Toolkit” on page 30.
- Complete DMIS reading response on Moodle
- Complete “Cultural Analysis Toolkit Quiz” on Moodle
- Journal entry 3 due
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| Oct. 6 | Creating a Cultural Analysis Toolkit II  
- *Online, synchronous.*  
- Highlight key points from the cultural dimension models and criticisms of them  
- Identify cultural biases commonly relevant to international internship experiences |  
- Complete “Jackson Reading Response” on Moodle  
- Complete “Personal Cultural Profile” (600-750 words) on Moodle  
- Journal entry 4 due |
| Oct. 13 |  
- *Online, synchronous.*  
- Discuss how culture can impact expectations about relationships with others  
- Identify how stereotypes and unconscious biases can influence relationships  
- Discuss student workplaces and compare differences emerging in different locations |  
- Abdel-Magied, Yassmin (2014), “What does my headscarf mean to you?” *TEDxSouthbank*, (video, 14 min.) |  
- Complete “Peach vs. Coconut” activity on Moodle  
- Take Implicit Bias Test at [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)  
- Journal entry 5 due (trust and relationships) |
| Session 7: LOCAL | Local Site Visit  
- *In person, onsite.*  
- A business visit will be organized at each center and will serve as a case study regarding the local economy, business culture, or job market |  
- Readings related to the company visit and its sector (provided locally) |  
- Post to Moodle Forum |
| Oct. 27 | Mid-term: Giving an Account of Your Internship Placement  
- *Online, synchronous.*  
- Student presentations: students will contextualize their internship organizations in relation to geographic location and industry and present to the class |  
- Complete “Workplace Encyclopedia” on Moodle.  
- Complete “Mid-term Self-assessment” activity on Moodle.  
- Prepare 5-minute presentation based on the encyclopedia entry to be given in class. |  
- Journal entry 6 due |
| Nov. 3 | Strengthening Intercultural Communication  
- *Online, asynchronous.* (Slides + related activity).  
- Elaborate how communication styles can influence verbal and non-verbal communication  
- Outline the differences between high-context vs. low-context orientations toward communication and their practical implications |  
- “Good Communication’ in the Anglo-American World” (instructor course pack, 6pp.) |  
- Complete “Lost in Translation: Communication Style Analysis” (includes 28 min. of video clip viewing and response) on Moodle  
- Journal entry 6 due |
| Nov. 10 | Cultural Orientations toward Leadership and Hierarchy |  
- Chamorro-Premuzic, Tomas and Michael Sanger |  
- Chamorro-Premuzic, Tomas and Michael Sanger |
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<td>Session 13</td>
<td><strong>LOCAL</strong> Guest Speaker: What is a Global Career?</td>
<td>In person, onsite. Discussion with a guest speaker will be organized at each center and will serve as a case study for career paths related to international teams or that address global problems</td>
<td>Readings related to the guest’s discussion (provided locally). Visit guest’s LinkedIn profile or professional website</td>
<td>Post a question for the guest to the Moodle Forum. Complete “Career Motivation and Impacts” activity on Moodle. Journal entry 9 due (conflict)</td>
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REQUIRED READINGS:

- Mendez, Deirdre (2013), Cultural Analysis Toolkit: Navigating International Business Culture. The University of Texas at Austin CIBER: 3-44.

RECOMMENDED READINGS:


• University of Illinois at Urbana Champaign Counseling Center [2021], “Being Assertive in a Multicultural World,” https://counselingcenter.illinois.edu/brochures/being-assertive-multicultural-world