COURSE DESCRIPTION AND OBJECTIVES

This on-line seminar provides intellectual support to undergraduate students while they participate in internships internationally. The course explores the role of culture in shaping human experience and understanding and engages students in discussions regarding global competence, cultural intelligence, and the challenges and opportunities of living and working inter-culturally. The course introduces students to basic principles of globalization and encourages students to integrate their academic coursework with their work experiences, career development goals and their personal skills and values. The seminar challenges students to reflect on their experience and exchange ideas, viewpoints, and insights with a faculty member and peers interning in diverse environments.

Students will be assessed on their ability to engage analytically with the internship experience, course readings, and with each other. By the end of the Seminar students should be able to:

- Understand general aspects of the workplace in their country, and specifics of their industry.
- Have a high degree of understanding of the organization in which they have been interning as well as the sector in which that organization operates.
- Review, reflect, and describe their internship experience and concisely articulate the ways in which they have personally and professionally developed during their internship.
- Reflect critically on their own performance in the workplace, and the experiences of their peers.
- Engage with intercultural issues, conflicts, and questions that emerged during their experience.

Course Format

IS320 is an on-line virtual seminar connecting students interning around the globe to each other and to campus.

This course is designed to foster collaborative peer–learning. Engaged and critical discussion as well as preparation, active participation and "attendance" are therefore not only expected but will be a significant component of final evaluation.

We will use Learn@UW, Collaborative Sites, and Skype to communicate and share ideas throughout the semester. Through the Collaborative Sites interface you will post weekly field notes documenting your learning experiences in your host country (more on this below). You will also post weekly responses to assigned readings and will participate in an on-line discussion of these readings and each other’s field notes.

Please note: Assignments are due Mondays by 9am CDT. If you will be traveling over the weekend please plan accordingly. The discussion period for these postings will be between Monday 9am and Thursday at 5pm CDT. Students are responsible for meeting deadlines, completing assignments, and making necessary arrangements to meet all course expectations. This includes procuring access to a computer and internet connection.

IMPORTANT: To meet minimum satisfactory course requirements each week you will be expected to read and respond to at least THREE field note postings and contribute at least THREE times to the reading response discussion. This means that at a MINIMUM there should be EIGHT posts from you each week— your own field notes, your own reading response, three comments to peer field notes, and three comments to the reading discussion. These posts should be spread out between Monday and Thursday. In other words, don’t wait until Thursday afternoon to start responding!

Readings:
Article readings and excerpts will be assigned throughout the semester and will be available on Learn@UW.
In addition, you will need to buy or have access to two books. One of these books is a guidebook for your country. Choose whichever one you like, but buy, borrow, copy, or find an online version.

You will also choose ONE of the following books to read and comment on through the semester.

**A critical review of your selected book will be due week 9 of the course. Start reading early!**

**Books:**


**COURSE REQUIREMENTS & ASSESSMENT**

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Field Journal postings and responses</td>
<td>25%</td>
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<tr>
<td>Other assignments, readings, and discussion</td>
<td>50%</td>
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<tr>
<td>Final Paper</td>
<td>10%</td>
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<tr>
<td>Professional Portfolio Project</td>
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Final Grading Scale %: 93-100 (A); 88-92 (AB); 83-87 (B); 78-82 (BC); 70-77 (C); 60-69 (D); below 60 (F).

**Field Journal (Due weekly):** For each week of the internship course you are expected to comment regularly on the following:

- Specifics about jobs/tasks/projects accomplished. Has academic coursework been relevant or helpful?
- Progress towards achieving your personal and professional goals and those set by your employer: give specifics of what you learned and how you learned it.
- Problems you encountered in your job assignments or work environment, and efforts you or others made towards conflict resolution. Can you comment or speculate on any cultural miscommunication?
- Describe what is most impressive about your internship to date.
- Describe something you have learned about your organization that you did not know previously.
- Describe a professional misconception or miscommunication and how you dealt with it.
- Detail a conversation you have had with a person responsible for a particular section of your organization. What is the nature of their work? What is their position in the organization?
- Expectations for the following weeks remaining in your internship.

**Moderated Online Discussion & Writing Assignments (Due weekly):** Over the semester you will be required to post regular responses to assigned readings and to respond to responses posted by fellow classmates. *Though we encourage a spirited debate, your responses should be reasoned, cordial, and engage the question in an appropriate way.* That said, those initiating topics should be willing to defend and argue their positions. Responses must be substantive ones; critiques must never degrade into personal attacks. Agreement or disagreement should be followed by reasoned arguments explaining why you agree or disagree.

**Interview with Employer:** Students will schedule an interview with their supervisors to discuss the organization and the intern’s place in it, their specific job description and the employer’s expectations of the intern. This assignment will be used by students to reflect on their ongoing interactions within their organization, and ultimately gauge the accuracy of the employer’s expectations at the end of the internship in their reflective final paper. Even if you have already been on-site for several weeks at the start of the course, the interview with your employer should be an excellent opportunity to touch base with your supervisor regarding your role, duties, and expectations.
**Informational Interview:** An informational interview is a meeting that you initiate with an individual working in your field of interest. It is not a job interview, but rather an opportunity to gain valuable inside information and job-search advice from individuals working in the field. The interview serves to help clarify and define your career goals and gain insight into careers, industries, or organizations you may be interested in. PLEASE read the “informational interviews: a networking tool” pamphlet on Learn@UW before scheduling your interview. Although the report of your interview is not due until week 8 you should begin *now* thinking about an individual you would like to meet with and plan your meeting early.

**Critical Book Review:** A general guide for writing effective critical book reviews is available on the UW Writing Center’s website: [http://writing.wisc.edu/Handbook/CriNonfiction.html](http://writing.wisc.edu/Handbook/CriNonfiction.html) and [http://writing.wisc.edu/Handbook/CriReadingBook.html](http://writing.wisc.edu/Handbook/CriReadingBook.html)

Please note that this is not a book summary, but rather a critical and thoughtful analysis of the book you have selected. An effective book review will:

1) Clearly, cogently, and concisely present the central arguments of the book you have selected.
2) Place the book into context and dialogue with any other readings you have done with this course or outside of this course as applicable. That is to say, what points of connection or dissonance surfaced between this reading and other readings and discussion you have done in this course? If you already have experience and knowledge of the topic you can also incorporate it into the body of your discussion.
3) Conclude with burning or pertinent questions and points of discussion that emerged from your reading.

The review should be between 500-750 words or 2-3 pages.

**Reflective Final Paper Assignment:** Whereas the Field Journal is your ongoing record of specific analysis, the final paper provides an opportunity to reflect on the entire internship experience and to begin to integrate the knowledge and experiences gained in the field with course discussions and readings.

The goals of the final reflection paper are:

- To provide an opportunity for the student to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness;
- To flesh out connections between theory and practice;
- To facilitate closure of the internship experience.

The Reflective Final Paper might include:

- Your observations of the organization’s strengths and weaknesses
- Looking back on your initial interview, did your initial discussion with your supervisor accurately match your actual experience? How were they distinct?
- Your own perceived strengths and weaknesses
- What was your biggest challenge during this internship?
- List each of your goals and discuss the extent to which your objectives were accomplished and if not, which goals came up short and to what extent you advanced them.
- If you were unable to advance some of your goals explain why, and describe what you were able to accomplish in place of that objective.
- What skills do you wish you had acquired before beginning this internship that would have made it easier for you to complete assigned tasks?
- How were you able to apply academic learning to your internship experience?
- In what ways did the readings and discussions in this course respond/contradict/reinforce/challenge or compliment your experiences in your host country and in your internship?
- How has this internship solidified or changed your career focus?
**Professional Work Portfolio Project:**

Students will choose to create *either* a digital storytelling or an Eportfolio project that will be the public, professional face of the internship experience and serves to synthesize the internship experience. This project allows the student to communicate to an external audience (e.g. a potential employer, grad school committee etc.) the skills and experiences accrued during the internship experience and their connection to the student’s personal and professional objectives and academic training.

**Academic Integrity:** You are expected to uphold the expectations of academic honesty and integrity according to the standards of the University. Your work should be your own. Always cite your sources, including author, page numbers, or website if applicable. Do not cut and paste from websites without quotations and source information. Do not present as your own ideas or words that belong to someone else. If you have questions about how to properly cite your sources please contact me or refer to the UW Writing Center’s guidelines. Anyone suspected of cheating, plagiarizing, or otherwise failing to meet the standards of academic integrity will, at a minimum, receive a zero on the assignment. Additional sanctions may include notification of the Dean of Students Office, failure in the course, expulsion from the course or expulsion from the university. For more on the University’s Academic Integrity policy see: [http://students.wisc.edu/doso/acadintegrity.html](http://students.wisc.edu/doso/acadintegrity.html)

**Privacy and Confidentiality:** Students are expected to respect and maintain the privacy and confidentiality of their peers. Any information about employers, colleagues, or any personal information shared by students in the course is not to be disseminated in any way, shape, or form without the consent of the author.

**CALENDAR**

**Prior to Departure**

Prior to departure you should learn everything you can about the company or organization where you will be working and the country where you will be living. What type of government does the country have? Who is the leader and what party is in power? What are the major issues unfolding currently in the country?

In addition, if you aren’t already in the habit of reading a major national newspaper such as *The New York Times* or *Wall Street Journal* daily, now is the time to start. You may be surprised that people in other countries are often well informed about US politics and policy—as you should be! Consider also adding a major international source such as *The Economist* to your daily reading mix. All of these news sources can be easily downloaded as apps to your cell phone!

Get organized! Read through this syllabus and be familiar with special assignments and when they will be due. You can get a head start on many of these assignments: for example, start reading your book or other readings while on the airplane. When you arrive, immediately begin thinking about who you might like to meet with for your informational interview. Don’t let these assignments catch you by surprise!

**Week 01 Getting Started**

For this session, you will familiarize yourself with our shared space on Learn@UW and Collaborative Sites, update your Learn@UW profile and submit the first of your weekly field note entries about your internship. We will also initiate our discussion board with a brief writing response and your reactions to the question: what is culture?

**I. Writing your first field notes: Describing your organization and location**

Finding yourself in a new place can be exhilarating, confusing, and overwhelming. Working in a new environment may be even a little intimidating. So let’s get writing about your first impressions and get you in the habit of observing where you are living and working. These reflections are your field notes, which you will write and submit every week.

1. Log-on to Learn@UW [https://learnuw.wisc.edu/](https://learnuw.wisc.edu/). The course syllabus, announcements, readings, and grade book will be available on Learn@UW. You will link to the Collaborative Sites space through a box in the right
column of the Learn@UW course homepage. Collaborative Sites will be used primarily for the “social” aspects of the course: sharing field notes, writing assignments, and discussion.

(2) Begin by updating your Collaborative Sites profile with a picture of yourself. You can do so by clicking on the icon in the top left hand corner of the site and clicking on “Account Settings” then “Picture”.

(3) To post your first field notes, connect to Collaborative Sites from Learn@UW. Click on the “Blog” icon. To get started, please include the following information with the topic “About Me and My Internship Placement.”
- An introduction of yourself, your major, goals, and languages you’ve studied.
- A description of the organization you’re interning with and why you chose to intern with this organization. Briefly describe the mission, purpose, audience, and history of your organization. DO NOT cut and paste this information from the organization’s website. But rather, provide a synthesized description in your own words. Include any questions you may still have about the organization, its purpose and or operation (250-400 words).

(4) Read and comment on at least 3 fellow student's posts. Examples of useful and constructive posts and responses are included in the addendum.

A few reminders:
- Always apply the relevant “tags” to each of your posts. For example, “Week 1 Field Notes” or “Week 2 Discussion”
- Collaborative Sites works best with a non IE browser, preferably Mozilla, Safari, or Chrome.
- In order to avoid undesirable formatting use a simple-text word processing program (such as Notepad) to prepare your assignments. If you must cut and paste from Microsoft Word, use the special icon provided in the text box.
- Always save a copy of everything you post for your own records!
- The “subject” of your posts should provide your reader some indication about the content of your post. For example “Difficulty Communicating with My Supervisor” is a more inviting subject than “Week 2 Field Notes.” Which one would you be more curious to read?
- Use tags sparingly and intelligently. Before creating a new tag check to see what tags have already been created and are in use and avoid duplications. For example, if there is already a strong thread for “Cultural Intelligence” don’t start a new tag called “CQ.”
- These tags are not particularly smart. If you tag something with a lower case letter one week and a capital the next week Collaborative Sites will think they are two different tags (Culture/culture). Same goes for plurals and tenses (art/arts, travels/traveling). As a general rule, use lower case letters for tags unless a capital letter is needed (Madrid, China, NGO). Again, make it a practice to check what tags have already been created before creating a new one.

II. Required Reading
(2) Devdutt Pattanaik “East vs. West: The Myths That Mystify” TED talk:
http://www.ted.com/talks/devdutt_pattanaik.html

III. Writing Assignment and Discussion
Group Brainstorm: What do we mean when we talk about “culture”? In the discussion section of our Collaborative Sites space please respond to this initial question: In your opinion, and based on your experiences and/or studies, what do we mean when we talk about “culture”? What is culture? Where does it come from? Do you “buy” Devdutt Pattanaik’s perspective encouraging each of us to recognize the subjective truth we each inhabit?

Week 02 What is Culture?
I. Required readings & viewings
II. Writing Assignment & Discussion
Did the readings for this week lead you to any new reflections or considerations on the concept of culture? In what ways did they challenge, expand, or reinforce beliefs you already held? Please be specific in your responses, incorporating the readings for this week and including page numbers where applicable.

[REMINDER: The employer interview is due by or before Week 3]

Week 03 Exploring “Cultural Intelligence”
I. Required readings
3) The Economist, “In Search of High CQ”, April 6, 2010
   https://uwmad.courses.wisconsin.edu/d2l/lms/content/preview.d2l?id=10031460&ou=1747864

II. Writing Assignment & Discussion
Our readings for this week seem to present at times competing and contradictory arguments. Would “cultural intelligence” (or CQ) as Earley calls it fit the definition of an “intelligence” as proposed by Gardner? Is “cultural intelligence” something that can be learned or something that one inherently possesses? Please ground your responses in the readings themselves, with reference to specific page numbers, as well as your experiences thus far living and working abroad. In your field notes for this week, I would encourage you to also consider Gardner’s classifications and reflect upon which “intelligences” you feel you naturally possess and others you may need or like to develop.

Week 04 Building Global Competence
I. Required online readings
(1) Richard D. Lewis, "Categorizing cultures" in When Cultures Collide (2005).
(2) Alan Cornes, “Travel and Meet Yourself” and “Self-Imposed Barriers” in Culture from the Inside Out: Travel and Meet Yourself (2004)
(3) Chimamanda Adichie, “The Danger of A Single Story”, TED Talks
   http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

II. Writing Assignment & Discussion
Does the process and study of “categorizing cultures” exemplified by the Lewis article seem like a useful tool for building global competence and facilitating positive intercultural relationships and understanding? What are the strengths of such an approach? What are the potential limitations? How does this approach compare to that presented by Cornes and Adichie? Please conclude your response with at least one question raised in your reading that you hope to discuss further in this forum.

Week 05 Navigating the Workplace/Workplace Cultures
I. Required readings & viewings
(1) TED Talk by Sheryl Sandberg, “Why We Have Too Few Women Leaders”
   http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html
(2) Geert Hofstede and Gert Jan Hofstede, “He, She and (S)he in Culture and Organizations: Software of the Mind (2005)

II. Writing Assignment & Discussion
This week I’d like you to consider the extent to which workplace cultures and work-life expectations may be informed by culture. There are significant strengths and limitations to both of this week’s texts. What are the points of connection and
dissonance between Sandberg and Hofstede? What happens when we view Sandberg’s talk through the lens of culture outlined by Hofstede?

**Week 06 Globalization & Interconnectedness**

I. Required Readings:

1) Selections from Manfred Steger, “Globalization: A Very Short Introduction” (2009). Read 1-58 (Chs.1-3) PLUS choose ONE of the other chapters based on your personal interests (Ch 4: The political dimension of globalization, pg.58; CH 5: The cultural dimension of globalization, p.71; Ch.6 The ecological dimension of globalization pg.84).

II. Writing Assignment & Discussion

Part I: In your writing response for this week, I would like you to consider the history, dimensions, and definitions of globalization provided by Steger. What is new to you? What are the challenges and opportunities of globalization as outlined by Steger?

Part II: How is globalization affecting the country you are currently living in? To begin to answer this question you will need to do some research as well as dialogue with co-workers and other locals you have met. How do they perceive globalization is affecting their country? Do they view this as a positive or negative force? You may wish to focus on one aspect of the globalization elephant: economic, political, cultural or ecological.

**Week 07 Global Citizenship & Cosmopolitanism**


II. Writing Assignment & Discussion

What is “cosmopolitanism” and what connection does it have to the concept of “global citizenship” outlined by Dower? What are the advantages to a cosmopolitan world view? What are the potential risks?

**Week 08 Global Citizenship & Cosmopolitanism con’t**

I. Required Readings:

2) TBA

II. Writing Assignment & Discussion

Ethan Zuckerman seems to find “xenophilia” as one of the great solutions to our interconnected globalized future. Is it enough? Are xenophilia (as described by Zuckerman) and cosmopolitanism the same thing? Why or why not? Where does xenophilia fit into building global competence and citizenship? What is potentially missing from his argument?

**Week 09 Critical Book Review & Discussion**

In addition to your weekly field notes, please post a critical review of the scholarly book you chose to read for this course and read and respond to those posted by your peers. A general guide for writing effective critical book reviews is available on the UW Writing Center’s website: [http://writing.wisc.edu/Handbook/CriNonfiction.html](http://writing.wisc.edu/Handbook/CriNonfiction.html) and [http://writing.wisc.edu/Handbook/CriReadingBook.html](http://writing.wisc.edu/Handbook/CriReadingBook.html)

An effective book review will:

1) Clearly, cogently, and concisely present the central arguments of the book you have selected.

2) Place the book into context and dialogue with any other readings you have done with this course or outside of this course as applicable. That is to say, what points of connection or dissonance surfaced between this reading and other
readings and discussion you have done in this course? If you already have experience and knowledge of the topic you can also incorporate it into the body of your discussion.

3) Conclude with burning or pertinent questions and points of discussion that emerged from your reading.

The review should be between 500-750 words or 2-3 pages.

**Week 10 Integrating the Internship Experience: Final Paper and Project**

I. Final Paper: Reflective and Integrative Analysis

(1) Write your final reflective paper that ties together your scholarly book, the field notes of your experiences, and the course readings and discussions (approx. 5 pages or 1200 words). Additional instructions found above in the course expectations section.

II. Final Project: Articulating Your Skills and Experiences To An External Audience

I. Professional Work Portfolio Project:
Students will choose to create either a digital storytelling or an Eportfolio project that will be the public, professional face of the internship experience and serves to synthesize the internship experience. This project allows the student to communicate to an external audience (e.g. a potential employer, grad school committee etc.) the skills and experiences accrued during the internship experience and their connection to the student’s personal and professional objectives and academic training.