

***LEARNING FROM EXPERIENCE:***  
**INTERNATIONAL STUDIES UNDERGRADUATE INTERNSHIP<sup>1</sup>**  
**INTLSTD 399**  
**1-4 CREDITS**

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**Office Hours:** By appointment

**COURSE DESCRIPTION**

This course is designed for students interested in experiential learning. Such learning requires two (2) components. First, engaging in an international internship and, second, evaluating the experiences from that internship to draw out the lessons learned.

An international internship experience provides International Studies students with the opportunity to explore career interests while integrating practical experience gained in their field with classroom knowledge. It also allows them to further their skills in language, methods, comparative study, and an appreciation for addressing worldwide problems. In addition, the opportunity for experiential learning should have students honing skills relevant to their career aspirations such as coordination, planning, budgeting, etc. Students may pursue internships in fields such as international law, international business, public policy, global health, government or non-governmental organizations.

In the course, students will focus on evaluating their experiences. Students will critically assess the lessons learned from the internship to arrive at a broader understanding of their career aspirations and the role of their education in helping them achieve those goals.

**PRE-REQUISITES**

The course is open to International Studies majors and minors with junior standing. In addition, INTLSTD 170: *Network Your Way to an International Internship and Career* is recommended prior to taking INTLSTD 399.

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<sup>1</sup> I reserve the right to make changes if necessary to the assignment schedule and/or reading list.

## **PROPOSAL**

Each student will need to submit a proposal to her/his International Studies advisor 2-3 weeks prior to the start of the internship to register for credit. Please contact Dr. Marcum to further discuss the specifics of the proposal.

The proposal must include the following three (3) elements:

1. A completed International Studies Undergraduate Internship Application.
  - a. Students may enroll in INTLSTD 399 either
    - i. During the semester of their internship or
    - ii. During the semester immediately after their internship is completed.
2. A 1-2 page written proposal about the internship (i.e. roles, tasks, projects, events)
  - a. The proposal should also explain how the internship will further academic goals and help her/him explore future career interests.
  - b. The proposal should also provide details on when assignments will be turned in (i.e., journal entries on a weekly basis) and the approximate length of the evaluation based on the number of credits sought.
3. Confirmation of placement from the internship supervisor including the number of work hours expected on a weekly basis.
  - a. This confirmation can be submitted via email.

## **COURSE OBJECTIVES**

This course has four (4) objectives for students interested in understanding the reconstruction of public health. By the end of the course, students should be able to:

- 1) Assess the experiences from the internship towards influencing their understanding of certain fields and activities;
- 1) Demonstrate critical reflection on their experiences in the internship, drawing out the broad lessons for their specific academic and career objectives;
- 3) Analyze the core skills developed as part of the internship that will be useful in future career opportunities;
- 4) Demonstrate critical thinking through the communication of ideas and criticisms concerning the experiences from the internship via
  - A. Maintaining a log of Journal Entries about the opportunity
  - B. Evaluation of the Internship and Case Studies of Related Topics assignments
  - C. Participation in discussions with Dr. Marcum.

## **GENERAL POLICIES**

I want to stress that communication is of the utmost importance for this course. Please read (and reread) the syllabus carefully to understand all of the policies, assignments, and due dates for the course. If, *at any time*, you have questions, please consult with me. I am available via office hours, appointments, and through email.

*Accommodations for Students with Disabilities or Special Needs:* I will make every reasonable effort to meet the needs of any student that arise out of either preexisting or new conditions, such as personal, social, physical, emotional or other impairments. Students should contact me and the Office of Services for Students with Disabilities as early as possible.

Services for Students with  
Disabilities  
G-664 Haven Hall, 505 S. State St  
<https://ssd.umich.edu>  
(734) 763-3000  
(734) 615-4461 (TDD)  
(734) 619-6661 (VP)

*Accommodations for Religious Observances:* I will make every reasonable effort to accommodate students' requests to make up assignments missed due to attendance of religious observances. It remains your responsibility to inform me in advance of expected absences.

*Late Policy & Incompletes:* I expect assignments to be turned in on time. I do not accept assignments late without prior notification that includes a sufficient reason justifying the tardiness. **Please remember, you may turn assignments in early if the due dates conflict with your schedules.** I will stress that communication is essential for the course to function properly. Please contact me immediately if a problem arises. If you simply do not turn in an assignment, I will count that as zero.

I expect you to complete the course work on time and to finish all of the requirements by the end of the term. If extraordinary circumstances arise, again, please contact me and we will discuss your options for the course.

*Health and Well-Being:* Your health and well-being can have a significant influence on your performance in the classroom. The American College Health Association has identified a number of factors that contribute to lowering student performance, including stress, sleep problems, anxiety, depression, inter-personnel concerns, and alcohol use, to name a few.<sup>2</sup> If you are experiencing any problems or crises, and would like assistance, please contact the appropriate offices on campus.

University Health Service  
207 Fletcher St.  
<http://www.uhs.umich.edu/>  
ContactUHS@umich.edu  
Phone: (734) 764-8320

Counseling & Psychological Services  
Michigan Union, 530 S. State St., Rm.  
3100  
<https://caps.umich.edu/>  
tdsevig@umich.edu  
Phone: (734) 764-8312

For alcohol or drug related concerns, please visit the following site for information resources: <http://www.uhs.umich.edu/aodresources>. For mental health services and resources available at the university and in Ann Arbor, please see <http://umich.edu/~mhealth>.

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<sup>2</sup> American College Health Association National College Health Assessment. *Spring 2014 Reference Group Executive Summary* available from <http://www.acha-ncha.org>.

*Academic Integrity and Plagiarism:* In this course, students will abide by the LSA Community Standards of Academic Integrity.<sup>3</sup> This code sets standards for academic integrity at the university. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.<sup>4</sup> The following website provides further information on Frequently Asked Questions regarding academic misconduct.<sup>5</sup>

By signing up for my course, students affirm that they acknowledge and will abide by the code in their academic conduct. As such, every piece of work they turn in will represent their own efforts and that all sources used in the generation of that product will be appropriately and completely cited. Academic dishonesty in any form is unacceptable and I will not tolerate any form of academic misconduct in this course. It will result in a failing grade for that assignment. I will refer violations of the code to the Assistant Dean. This referral will result in an investigation that may contribute to failing the course overall, and appropriate censure by an academic review committee.

*Student Sexual Misconduct Policy:* Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can receive the support they need.

Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734-936-3333 and at <http://sapac.umich.edu/>. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu). As a teacher, I am required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality.

The University offers two resources to help prepare students for living and working abroad safely. First, Global Michigan offers the [Safety and Security website](#)<sup>6</sup> to help students in “researching safety and security conditions at their destinations, developing risk mitigation strategies for personal well-being and safeguarding data and electronic devices.” Second, the University offers the [U-M Safety Abroad Orientation](#) to assist students in planning their necessary travel strategies.<sup>7</sup>

As per The University of Michigan *Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence*, “The University has jurisdiction over a Respondent whenever the Prohibited Conduct occurs:

- On campus, including the University of Michigan Health System; or
- Off campus, including online or electronic conduct, if the conduct:
  - **Occurs in connection with a University-related program or activity, including University-sponsored study abroad, research or internship programs;**<sup>8</sup>

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<sup>3</sup> LSA Community Standards of Academic Integrity are available at <https://www.lsa.umich.edu/facstaff/saa/academicintegrity/lisacommunitystandardsacademicintegrity>

<sup>4</sup> U-M Rules and Procedures available at <http://www.lib.umich.edu/academic-integrity/u-m-rules-and-procedures>

<sup>5</sup> Frequently Asked Questions (By LSA Students) <https://lsa.umich.edu/academicintegrity/students/>

<sup>6</sup> Please see <https://global.umich.edu/travel-resources/safety-security/>.

<sup>7</sup> Please see <https://safetyabroad.umich.edu/courses/safety-abroad/>.

<sup>8</sup> See p. 2 for the full discussion on the University’s jurisdiction. Available at <https://hr.umich.edu/sites/default/files/um-policy-and-procedures-on-student-sexual-misconduct-and-other-forms-of-interpersonal-violence.pdf>

Further resources for students, outside of the University of Michigan system, include:

- RAINN/ National Sexual Assault Hotline: <https://www.rainn.org>
- Sexual Assault Support & Help for Americans Abroad (SASHAA): <https://sashaa.org/>

*E-Mail:* I will routinely use email to send messages about class assignments, and relevant events related to class participation. I will check my e-mail twice a day, Monday through Thursday, once in the morning and again in the evening. If the questions require a longer than usual response, I may notify you that I will need some time to think and write an appropriate response to your inquiry. I may also suggest that you visit during office hours, or via an appointment. On Friday, Saturday, and Sunday, I will not guarantee a response to messages within 24 hours, but I shall do my best.

In addition to email, I may use the Announcement feature on Canvas to provide information about the course.<sup>9</sup> I ask that you check the settings on your Canvas account and set it to receive notifications from the website.

*Grades:* The course will be elected and graded on a credit/no credit (C/NC) basis. The number of credits earned for the course will depend on the number of hours of worked on a weekly basis during your internship; for example, a spring semester internship in which a student works about 20 hours per week will earn 3 credits.

Upon completion of the course, students may petition the International Studies Director for use as elective credit in the major.

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<sup>9</sup> Please note that I do not use the Conversation/In Box feature on Canvas for messages. Send all correspondence to my regular email account.

## ASSIGNMENTS

- Journal Entries
- Internship Evaluation
- Supervisor Recommendation

Throughout the course, I will provide more detailed instructions on these assignments in class, including handouts.

*Journal Entries:* This assignment will serve as the weekly contact point and basic participation in the course. Entries should provide details, when appropriate, on what a student has done that week. These details can include discussing work completed, interactions, events, etc., that come from the internship. In addition, the student should record their thoughts and reactions to all of these details.

If the student has an internship that deals with information and/or activities that are classified/proprietary, the entries should not provide details that would run counter to the organization's expectations. Instead, the student should inquire about what is appropriate/can be discussed with a supervisor before submitting the first journal entry.

*Internship Evaluation:* At the end of the internship, students will write an evaluation of their experiences to draw out the larger lessons learned. The assignment will focus less on day to day details and more on the overarching elements, trying to address questions such as, "What did she/he learn from this experience?" "How did that practical experience connect with prior lessons in the classroom?" "What more can you learn to be successful in the field" "How has this experience influenced your academic/career aspirations"

The questions here are a sampling of possible ideas that a student could address in the evaluation. Students can also discuss broad skills learned from the experience and relate those to future career opportunities.

*Supervisor Recommendation:* The recommendation must be a letter from the student's internship supervisor. The letter should serve as an evaluation of the student's overall performance in their duties during the internship. The letter should be submitted directly to Dr. Marcum via email.

## EVALUATING WRITTEN WORK

I will evaluate every assignment according to the six (6) criteria established here in the syllabus. Broadly speaking, these criteria are the essential components for success in the course. I have outlined the general nature of these criteria below. I have not presented the criteria in any order in terms of preference or importance. I have simply listed out the six.

I will cover the details for each assignment via email, meetings, and/or with a handout. Please note, I do not replicate these six (6) criteria for each handout. I expect that in reviewing these criteria as part of the syllabus, every student will recognize these as applicable to each assignment and will follow them in producing their work. The handouts may provide further details on some of these criteria, such as the directions or the list of sources acceptable for a paper.

If anyone has questions regarding these criteria at any time throughout the semester, please ask me either prior to the due date of the assignment or in response to my comments.

I will evaluate all written assignments on the following factors:

1. *Following Directions* – papers that conform to the specifications, such as on time, length, margins, typestyle, appropriate topics, citation style, etc., will score better than those that do not;
  - a. See above for the late policy;
2. *Quantity and Quality of Sources Consulted* – Papers must use academic and/or policy sources to score higher.
  - a. Please evaluate and consider each source carefully before including it. If you are unsure whether a source is creditable, please contact me;
3. *Clarity of Argument and Expression* – Papers that clearly and succinctly express the main arguments and details of the analysis will score higher;
4. *Conciseness and Brevity* – Avoid unnecessary repetition and excessive/unnecessary words/phrases/discussions;
5. *Structure* – Well-structured papers that follow a clear and consistent organization style will score well;
6. *Depth, Specificity, and Sophistication of Analysis and Argument* – Papers must offer specific, original, innovative, and/or insightful analysis and argumentation.

I also encourage you to take advantage of the resources available on campus to improve your writing. The university has a writing center that provides advice and feedback on papers for students. They offer both in-person and web-based support for undergraduates.

Sweetland Center for Writing  
1139 Angell Hall, 435 S. State St.  
<https://www.lsa.umich.edu/sweetland/>  
swcinfo@umich.edu  
Phone: (734) 764-0429