SOCI 4211
Sociology Internship
社會學實習

Instructor : Dr. LEE King Wa
Email : kentlkw@cuhk.edu.hk
Office: 3943 5799; Rm 440A, 4/F, Sino Building, CUHK

Teaching assistant: NG Yeuk Nam
Email: yeuknamng@cuhk.edu.hk
Office: Rm 411A, Sino Bldg

Prerequisite course(s): SOCI1002 Approaching Sociology, SOCI2003 Social Research Method, or with the permission of the instructor (please contact the instructor directly)

Time : Tuesday 9:30-11:15am
Venue: ELB 305 (Esther Lee Building)

Important Dates:	Student submits internship preference and C.V. online – 17-21/8[#]
	Pre-class internship screening interview – 23/8, 26/8[#]
	Announcement of screening interview result - 30-31/8[@]
	1ˢᵗ seminar - week 3/9[@]
	Confirmation and start of the placement – 9-13/9
	2ⁿᵈ seminar - week 17/9
	3ʳᵈ seminar - week 8/10 (option 1)*
	4ᵗʰ seminar - week 15/10 (option 2)*
	5ᵗʰ seminar - week 12/11
	6ᵗʰ seminar - week 26/11 (presentation)

[#]Student will be notified about the available internship positions by email. They must submit three internship preferences online by 21/8 (12:00 noon) and must attend the pre-class internship screening interview (15 minutes, TBC 23/8 and 26/8) upon notification. *Failing to do so without justifiable reason would be automatically considered as giving up your position to the next student on the waiting list*
[@]Student will attend internship partner's interview if required.
*Student has the option to attend either the 3ʳᵈ or the 4ᵗʰ seminar, or both

Course website: https://blackboard.cuhk.edu.hk/

Course Description

English:

Internship is a valuable educational experience that nurtures students' competency for responding to challenges in the 21ˢᵗ Century. Integrating academic curriculum with supervised internship, this course provides students with the opportunity to make sense of real-life work experiences with the sociological imagination. Course seminars aim at two objectives: to advance students' career preparedness with exposure to work, and to transform their sociological knowledge into sustainability skills that are essential for promoting organisational change for a sustainable future. Aside from gaining on-the-job skills, students will learn to apply sociological analysis to study their internship organisations in both private or public sectors. Utilizing critical thinking – a core feature of sociological training, students will identify and reflect on specific values, goals, workflow and structure, and social and environmental impacts of an organisation through their first-hand experiences in various professions. To successfully enrol this course, students must secure their local internship arrangement through obtaining approval from the field supervisor and the course instructor. Students must complete a minimum of 100 hours of supervised internship work aside from the regular course assignments and attending course seminars.

中文:
實習是一種重要的的教育經歷，可以培養學生應對 21 世紀挑戰的能力。 本課程將結合學術課程與有指導的實習，為學生提供了利用社會學想像力理解現實生活工作經驗的機會。 課程研討旨在實現兩個目標：通過接觸工作來提高學生的職業準備，並將社會學知識轉化為可持續發展技能，這對於促進組織變革以實現可持續發展的未來至關重要。 除了獲得在職技能外，學生還將學習應用社會學分析來研究在實習的私營或公共部門組織。 利用批判性思維—社會學培訓的核心特徵，學生將通過在各個行業的第一手經驗，確定並反思組織的具體價值觀、目標、工作流程和結構，以及社會和環境影響。 要成功註冊課程，學生必須獲得實習現場主管和課程導師的批准來確保在本地的實習安排。 除了常規課程作業和參加課程研討會之外，學生必須完成至少 100 小時的指導實習工作。

IMPORTANT STATEMENT

Students must complete 100 internship hours with the assigned internship organizations/companies after enrolling in the course. Resigning from the internship position will be considered a late drop request, which is typically not entertained outside the add/drop period. In accordance with the governing principles established by CUHK, students must provide special and strong justifiable reasons, accompanied by endorsements from the Academic Advisor, Course Instructor, Department Chair, and Faculty Dean, if they wish to terminate the internship position midway through the course. Failure to comply with the University rules will result in a student failing the Sociology Internship course. By enrolling in this course, you acknowledge that you have read and fully understood this statement and agree to comply with all requirements and principles outlined in this course outline.

Course Structure

The course consists of two parts. In the first part, students are required to attend seminars designed to advance their career competency in the following area: job planning, employment preparedness and work ethics, a readiness to apply sociological knowledge and methodological training for problem-solving in the workplace, and the development of sustainability skills such as conceptualizations of *Corporate Social Responsibility* (CSR), *Equity, Diversity, and Inclusion* (EDI), and the emerging *Social, Environment and Governance* (ESG) for professional workplace. The second part is the supervised internship. Students will complete a minimum of 100 hours of supervised work.

Course Schedule

Course Component I: Seminars and assignments (80% of total mark)	
Students are expected to participate in **at least five** regular in-class seminars. Students must attend Seminar 1, 2, 5 and 6, and **optional for taking either Seminar 3 or Seminar 4.** Students can choose to take both.	
3 September	**Seminar 1 Getting started: sociology internship and experiential learning; knowing yourself: sociological imagination and preparing for your career**
	Required readings: - Atkins, L. C., & Grant, S. B. (2022). Diverse applications of sociological imagination: A qualitative study of service-learning mentoring. Journal of Applied Social Science, 16(1), 328-345. - Parilla, P. F., & Hesser, G. W. (1998). Internships and the sociological perspective: Applying principles of experiential learning. Teaching Sociology, 310-329. Further Readings: - Ciabattari, T., Lowney, K. S., Monson, R. A., Senter, M. S., & Chin, J. (2018). Linking sociology majors to labor market success. Teaching Sociology, 46(3), 191-207. - Cai, Y. (2013). Graduate employability: A conceptual framework for understanding employers' perceptions. Higher Education, 65(4), 457-469. - Hodkinson, P., & Sparkes, A. C. (1997). Careership: a sociological theory of career decision making. British Journal of Sociology of Education, 18(1), 29-44.
	Class activity: Write an elevator pitch for yourself

	Tips: Module 2: The Pitch. Creating a Pitch = Professional Presentation, ELTU CUHK, https://eltu.cuhk.edu.hk/Project_C/module2.php Developing Your Elevator Pitch, Center for Career Development, Princeton university, https://careerdevelopment.princeton.edu/guides/networking/developing-your-elevator-pitch
17 September	**Seminar 2 Knowing your workplace: organisational structure and culture**
	Required readings: - Allaire, Y., & Firsirotu, M. E. (1984). Theories of organizational culture. *Organization studies*, 5(3), 193-226. - Judge, T. A., & Cable, D. M. (1997). Applicant personality, organizational culture, and organization attraction. Personnel Psychology, 50(2), 359-394. - Zhang, L., Van Iddekinge, C. H., Arnold, J. D., Roth, P. L., Lievens, F., Lanivich, S. E., & Jordan, S. L. (2020). What's on job seekers' social media sites? A content analysis and effects of structure on recruiter judgments and predictive validity. Journal of Applied Psychology, 105(12), 1530. Further Readings: - DiMaggio, P. J., & Anheier, H. K. (1990). The sociology of nonprofit organizations and sectors. Annual Review of Sociology, 137-159. - Freeman, J. H., & Audia, P. G. (2006). Community ecology and the sociology of organizations. Annual Review of Sociology, 145-169.
	Assignment: **submission of student portfolio and one audio recorded 30-60s elevator pitch (5%)** on or before 16 September, 11:59pm Class activity: Is it a good match? Identifying the culture of an organization Tips: LinkedIn Community, What are the best ways to identify an organization's culture? https://www.linkedin.com/advice/1/what-best-ways-identify-organizations-culture
8 October	**Seminar 3 –Developing skills for sustainable future – Environmental Competence: conceptualizing *Corporate Social Responsibility* (CSR), *Environment, Social, and Governance* (ESG) and *Sustainable Development Goals* (SDGs)**
	Required readings: - Unsworth, K. L., Dmitrieva, A., & Adriasola, E. (2013). Changing behaviour: Increasing the effectiveness of workplace interventions in creating pro-environmental behaviour change. Journal of Organizational Behavior, 34(2), 211-229. - Nye, M., & Hargreaves, T. (2010). Exploring the social dynamics of proenvironmental behavior change: A comparative study of intervention processes at home and work. Journal of Industrial Ecology, 14(1), 137-149. Further Readings: - Stefan Leins (2020) 'Responsible investment': ESG and the post-crisis ethical order, Economy and Society, 49:1, 71-91 - Matten, D., & Moon, J. (2008). "Implicit" and "explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility. Academy of Management Review, 33(2), 404-424.
	Assignment: **submission of e-Portfolio (5%)** to course instructor on or before 7 October, 11:59pm Class activity: Designing a workplace intervention for pro-environmental behaviour change Tips: Livvy Drake (2021). The steps to achieve pro-environmental behaviour change? LinkedIn, https://www.linkedin.com/pulse/steps-achieve-pro-environmental-behaviour-change-livvy-drake/
	Seminar 4 – Developing skills for sustainable future – Cultural Competence:

15 October	**conceptualizing *Equity, Diversity, and Inclusion* (EDI) in workplace**
	Required readings:
	- Alegria, S. N. (2020). What do we mean by broadening participation? Race, inequality, and diversity in tech work. Sociology Compass, 14(6), e12793.
	- Barnes, C., & Mercer, G. (2005). Disability, work, and welfare: Challenging the social exclusion of disabled people. Work, Employment and Society, 19(3), 527-545.
	Further Readings:
	- Pines, A. M., Lerner, M., & Schwartz, D. (2010). Gender differences in entrepreneurship: equality, diversity and inclusion in times of global crisis. Equality, Diversity and Inclusion: An International Journal, 29(2), 186-198
	- Iwanaga, K., Chan, F., Ditchman, N., & Tansey, T. N. (2021). Assessing workplace culture and disability inclusion climate: A preliminary study. Journal of Applied Rehabilitation Counseling, 52(1), 34-50.
	Assignment: **Submission of first reflective journals (max. 500 words, 15%)**, deadline – 27 October, 11:59pm Class activity: What is a diversity audit? Tips: Accessible Meeting and Event Checklist, Cornell University, https://accessibility.cornell.edu/event-planning/accessible-meeting-and-event-checklist/ A Checklist for Planning Accessible Conferences, Ontario's Universities, https://www.accessiblecampus.ca/wp-content/uploads/2016/12/A-Checklist-for-Planning-Accessible-Events-1.pdf

12 November	**Seminar 5 – Knowing and communicating with your workmate: social ties and social capital in the workplace**
	Required readings:
	- Podolny, J. M., & Baron, J. N. (1997). Resources and relationships: Social networks and mobility in the workplace. *American sociological review*, 673-693.
	- Wegener, B. (1991). Job mobility and social ties: Social resources, prior job, and status attainment. *American Sociological Review*, 60-71.
	Further Readings:
	- Srivastava, S. B. (2015). Network intervention: Assessing the effects of formal mentoring on workplace networks. *Social Forces*, *94*(1), 427-452.
	- Bencsik, A., & Juhasz, T. (2020). Impacts of informal knowledge sharing (workplace gossip) on organisational trust. Economics & Sociology, 13(1), 249-270.
	Class activity: Effective networking through building rapport LinkedIn Community, Here's how you can network effectively within your own organization, https://www.linkedin.com/advice/1/heres-how-you-can-network-effectively-within-your-g7u7e

26 November	**Seminar 6: Individual Presentation (10%)**
	Assignment: **Submission of second reflective journals (max. 500 words, 15%)**, deadline – 1 December, 11:59pm
17 December	**Deadline for submitting *Final Report* (30%): (1,800-2,500 Words)**

Course Component II: Supervised Internship (20% of total mark)

Students must complete the 100 hours of supervised internship work experience at an internship site approved by the course instructor in order to pass the course. Students must submit a monthly timesheet signed by their field supervisor to the course instructor for tracking of work hours. Field supervisor will twice assess and grade the intern's work performance with a standardized performance evaluation form, first as a mid-term report and then as a final report. The mid-term work performance report will not be count towards the final course marks. **Only the final workplace performance evaluation report will contribute to a**

maximum 20% of the overall course marks.

Students will participate as 'Student Interns' and will be exempted from Statutory Minimum Wage regulation.

Course Internship Policy
Terms of reference:
According to the Minimum Wage Ordinance (Cap. 608), Statutory Minimum Wages does not apply to the following student employees:
- **Student Interns**; and
- **Work Experience Students** during a period of exempt student employment.

For detail, please referring to the following website:

Labour Department. Statutory Minimum Wage: Notes for Student Employees and Employers (English version)
https://www.labour.gov.hk/eng/news/pdf/Notes_for_Student_Employees_and_Employers.pdf

Labour Department. Statutory Minimum Wage: Notes for Student Employees and Employers (Chinese version)
https://www.labour.gov.hk/tc/public/pdf/smw/SMW_Notes_for_Students_Employees_and_Employers_tc.pdf

Assessment

Learning Outcome
Please refer to the next section for the detail of the learning outcomes (LO)

Student Portfolio and one audio recorded 30-60s elevator pitch (5%; deadline: 16 September 2024, 11:59pm) (*LO3, LO4*)

e-Portfolio (5%; deadline: 7 October 2024, 11:59pm, based on your Student Portfolio) (*LO3, LO4*)

Two reflective journals (total 30%; 15% each; maximum 500 words English or 600 words Chinese; first deadline: 27 October 2024, 11:59pm; second deadline: 1 December 2024, 11:59pm) (*LO1, LO2, LO5*)

For the reflective journals, students can choose from two of the following:
1. After obtaining consent from a workplace colleague, interview her/him about her/his career and how she/he reaches the current position. Student will submit the interview notes in Q&A format plus a reflection.
2. A discussion of the organisations' goal and mission, and observations made during the internship, such the organisation's culture, and strategies and future planning identified.
3. A general review of the organisation's policy on inclusion and diversity, or on selected SDGs, and its implementation.

Presentation (10%; 26 November 2024 in class) (*LO4, LO6, LO7*)
In the last lecture, the student will give a 5 minutes presentation summarizing her/his key internship experience.

Final written report (30%; maximum 2,500 words English or 3,000 Chinese; deadline: 17 December 2024, 11:59pm) (*LO1, LO5, LO6, LO7, LO8*)
The student will submit a final written report, either:
1. A summary of internship experience; or
2. An expansion of the discussion of the organisation's policy on inclusion and diversity, or on selected SDGs, and its implementation; or
3. An expansion of the discussion of the organisations' goal and mission, and observations made during the internship, such the organisation's culture, and strategies and future planning identified.

Students are allowed to reuse and further develop the contents from the two reflective journals and presentations for the final written report.

Learning Outcomes

Upon completing the course, students should be able to:
1. Demonstrate an in-depth knowledge of the internship organisation with the sociological imagination (*LO1*)
2. Apply knowledge and methodological skills acquired in the sociology programme to real work environment (*LO2*)
3. Outline the skills acquired from the job exposure and reflect on one's competency (*LO3*)
4. Appreciate one's professional contributions to the internship organisation / related sector (*LO4*)
5. Utilize sustainability skills to help address issues in the workplace or the community (*LO5*)
6. Think critically about and explain how social factors shapes the workplace experience (*LO6*)
7. Reflect on one's value position and civic and workplace engagement (*LO7*)
8. Identify ethical issues in a workplace and can make informed decisions on these issues (*LO8*)

Policy concerning the use of Artificial Intelligence Tools in this course

In this course, students are **expected** to collaborate with or use AI tools. You may use these tools for in-class learning activities, exercises or assignments as long as you **explicitly cite or acknowledge the use of these tools in all assignments**. You can refer to the following APA Style for citing ChatGPT. Depends on the nature of your internship and the interning organisations, you may wish to or be expected to utilize AI tools to handle various work tasks in your workplace. In which case, students must consult their field supervisor concerning the *appropriateness* of using AI in work and be very aware of AI's limitation including *work related confidentiality issues*.

For reference, please refer to Approach 3 – Use only with explicit acknowledgement:
"Use of Artificial Intelligence Tools in Teaching, Learning and Assessments. A Guide for Students"
(https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf)

"How to cite ChatGPT." APA Style. American Psychological Association
https://apastyle.apa.org/blog/how-to-cite-chatgpt

Diversity Statement

This course aims to create an inclusive environment that recognizes the diverse needs of all learners, including those with Special Educational Needs (SEN). We value each individual's contributions and work together to support everyone's learning journey. If you require any support, please feel free to approach me directly (kentlkw@cuhk.edu.hk). If you are seeking SEN Service support, please visit here: https://www2.osa.cuhk.edu.hk/sens/zh-TW/. Additionally, resources from the Diversity and Inclusion Office can be found here: https://www.dio.cuhk.edu.hk/resources-and-features/.

Grade   Descriptors
A   Outstanding performance on all learning outcomes.
A-   Generally outstanding performance on all (or almost all) learning outcomes.

B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Remarks:
1. Students are required to submit all assignments in the form of a computer-generated document via VeriGuide (the Chinese University Plagiarism Identification Engine System).
2. Citation and referencing must follow a proper academic format, such as the APA citation style (see https://apastyle.apa.org/).
3. Students must closely observe the academic honesty guidelines (http://www.cuhk.edu.hk/policy/academichonesty) and submit an "honesty statement" (signed VeriGuide Acknowledgement Statement) with every assignment.