UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE:	May 2009
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	April 2013
(four years after UPAC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 398	**Geography**	**9**
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Global Development Studies: International Internship	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION: The practicum placement is an opportunity for students to begin to reflect on the global/local and theory/practice dynamics of the world around us. This is a five-day-per-week practicum in a multi-disciplinary international setting with a NGO or Government agency for up to a total of 10 - 13 weeks in another country and two weeks of debriefing and analysis back in Canada.

Note: This course is offered as GEOG 398 and GDS 311. Students may take only one of these for credit.

PREREQUISITES:	60 university level credits and instructor's permission.
COREQUISITES:	
PRE or COREQUISITES:	

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **GDS 311**
(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL APPROX HOURS/TERM: 441	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course:
Lectures: _____ Hrs	Hours per day:
Seminar: **21** Hrs	
Laboratory: _____ Hrs	**OTHER:**
Field experience: **420** Hrs *(Variable)*	Maximum enrolment: **20**
Student directed learning: _____ Hrs	Expected frequency of course offerings: every other year
Other (specify): _____ Hrs	*(every semester, annually, every other year, etc.)*

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	☐
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐	☒
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	☒

Course designer(s): Garry Fehr and Cherie Enns		
Department Head: **Ken Brealey**	Date approved:	**March 2009**
Supporting area consultation (UPACA1)	Date of meeting:	**March 27, 2009**
Curriculum Committee chair:	Date approved:	**April 2009**
Dean/Associate VP: Eric Davis/Yvon Dandurand	Date approved:	**April 2009**
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	**April 24, 2009**

LEARNING OUTCOMES:

Internship Learning Goals
The student will develop internship learning goals. This should be a collaborative process resulting in outcomes that meet student needs and abilities as well as meet the needs of the sponsoring organization under the guidance and supervision of the faculty practicum supervisor. Internship learning goals can be viewed as falling within the categories:

Skills goals: The student will set goals that develop skills to be utilized during the internship and to transfer to future work settings. Some examples include critical thinking (e.g. synthesize and evaluate information from various sources), interpersonal communication, technical skills, project management, cross cultural communication, language skills, etc.

Knowledge goals: The student will gain and utilize knowledge that can apply to his/her future academic Course work, future career opportunities, or independent research such as development theory, human rights, environment and development, political economy of development, indigenous people and development, etc.

Values goals: Considering the official mission or philosophy that guides the sponsoring organization, the student will examine his/her own values and learn to reconcile and understand differences and commonalities within the context of international development work and the role the sponsoring agency plays within the partner country community in order to deepen the intern's sense of vocation, understanding of other cultures, and their engagement as a global citizen.

Career/personal development goals: The experience the student will gain as an intern affects short- and long-term career plans. Internship placements may be evaluated in relation to the education and professional development required for a career in this (or another) field.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The primary emphasis in the on-line seminar will be on group discussion of issues that come up in the internship setting, and on the presentation of community development cases, theories, and ethical dilemmas in the practice setting. Selected topics will also be covered from time to time, depending on student-identified learning needs and interests.
Students will be required to participate in an on-line seminar class on the integration of development theory and practice. In addition, students will work with the department to arrange placement, prepare for their internship, secure additional directed studies credits and coordinate debriefing when the practicum is completed.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Epprecht, Marc (2004) "Work-study abroad courses in international Development Studies: some ethical and pedagogical issues", *Canadian Journal of Development Studies*, Vol 25, No.4, pp.687-706.

Sachs, J. (2005) *The End of Poverty: Economic Possibilities for Our Time.* New York: Penguin Books.

Nichols, P. (2006) *Social Survey methods: A Fieldguide for Development Workers.* London, Oxfam.

Stiglitz, J. (2002). *Globalization and its discontents.* Toronto: Penguin Books.

Stackhouse, J. (2000). *Out of poverty and into something more comfortable.* Random House of Canada.

Course pack of selected readings. Reading may include the following:

Betts, P., Montavlo, J., Scott, J., Peron, J., Olojedo, O., & McKay, D. (1994). From programmes to projects: Students experiences in international sustainable development.

Keen, C., & Baldwin, E. (2004). Students promoting economic development and environmental sustainability: An analysis of the impact of involvement in a community-based research and service learning project. *International Journal of Sustainability and Higher Education, 5*(4), 384-394.

Ravanera.Z.R, Rajulton, F. & Turcotte, P. (2003). Youth integration and social capital: An analysis of the Canadian general social surveys on time us. *Youth & Society, 35*(2), 158-182.

Smith, Heather (2003) "Disrupting Internationalism and Finding the Others" in *Feminist Perspectives on Canadian Foreign Policy*, Sjolander, Smith and Stienstra (eds), London: Oxford University Press.

Welsh, Jennifer (2004) *At Home in the World: Canada's Global Vision for the 21st Century*, Toronto: HarperCollins.

SUPPLIES / MATERIALS:

Students are responsible for all costs associated with the practicum, including criminal records reviews and transportation to and from the internship setting. Please note that in selected cases, funding and/or grants to assist with costs of placement are available.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

All internship experience is graded by the agency supervisor on a Credit/No Credit basis. The agency supervisor recommends the grade to the UFV faculty liaison. The final grade for GEOG 398 will be assigned by the faculty liaison when the required number of hours and all required assignments have been completed satisfactorily.

The grade of Credit/No Credit for GEOG 398 will be based on satisfactory completion of the following:

1) Satisfactory participation in on-line seminar class
2) Satisfactory mid-term evaluation completed by the agency supervisor
3) Satisfactory end of term evaluation completed by the agency supervisor (including confirmation of required number of hours)
4) The maintenance of a **journal**. This should be comprised of day-to-day records and observations, data (where useful) and your reflections on the opportunities and challenges you encountered during the program. It is your personal diary/record and a reference document only. The journal will be a useful resource when preparing your reflections paper.
5) A **Reflections paper**. The Reflections paper should be approximately 10 pages or 2500 words in length. This should be double-spaced and typed. It may include photocopies of photographs, drawings and other supporting materials (originals may not be picked up so it is best to use photocopies). The Reflections paper should expand on the mid-term report (you can include sections from the mid-term report in the final Reflections paper). Again, this paper is about the process of experiential learning: what worked, what didn't work, what obstacles you encountered along the way, etc.

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Semester prior to internship placement includes coordinating all details and training related to placement.

Week 1-2 Determining work plan and learning outcomes

Week 2-6 Interactive on-line seminar of topics relevant to placement. Potential topics include cross-cultural communication, research methods, gender roles, organizational change, rights-based development, role of the development agency and regional information relevant to placements. All are topics that student should be familiar with but may need to review given internship context.

Week 7 Interim evaluation

Week 8-13 Complete work plan and outline Reflective paper

Week 14-15 Complete paper and debriefing sessions