

COURSE IMPLEMENTATION DATE: January 2009
 COURSE REVISED IMPLEMENTATION DATE: May 2013
 COURSE TO BE REVIEWED: May 2015
(six years after UEC 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	6
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 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 8-10 weeks in another country, and two weeks of debriefing and analysis back in Canada.

Note: This course is offered as GEOG 398, GDS 311, and SOC 398. 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/SOC 398
- (c) Cannot take: GDS 311/SOC 398 for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL APPROX HOURS/TERM: 340

STRUCTURE OF HOURS:

Lectures: _____ Hrs
 Seminar: 20 Hrs
 Laboratory: _____ Hrs
 Field experience: 320 Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 20
 Expected frequency of course offerings: every other year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): <u>Garry Fehr and Cherie Enns</u>	Date approved: <u>February 16, 2012</u>
Department Head: <u>Michelle Rhodes</u>	Date of meeting: <u>May 18, 2012</u>
Campus-Wide Consultation (CWC)	Date approved: <u>September 14, 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>September 14, 2012</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>October 26, 2012</u>
Undergraduate Education Committee (UEC) approval	

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 meeting 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 coursework, 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 online seminar class on the integration of development theory and practice. In students will work with the department to arrange placement, prepare for their internship, secure additional directed studies and coordinate debriefing when the internship 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. Examples 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.

Textbooks, references, materials continued:

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 placement, 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 Online Seminar Class or face to face discussion groups based upon assigned readings.
- 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 **Reflective Journal**. This should be comprised of day to day records and observations, data (where useful) and reflections on the opportunities and challenges encountered during the internship. It may include photocopies of photographs, drawings and other supporting materials. This journal is about the process of experiential learning. The journal will be a useful resource when preparing your portfolio.
- 5) A **Critical Response Paper**. The Critical Response Paper will critically examine the role and activities of the internship by connecting them with the required readings and other relevant coursework completed prior to the internship placement. The paper should be approximately 10 pages or 2500 words in length.
- 6) **Portfolio** - The internship portfolio should contain the following components:
 - Title Page
 - Table of Contents
 - Internship Learning Goals Document (signed)
 - Internship Sponsoring Organization Information, e.g. any brochures on the organization, organization's mission, etc.
 - Reflective Journal
 - At least two samples of internship work product, e.g. memos or letters, marketing materials, project reports, etc.
 - Completed On-site Supervisor Evaluation Form
 - Resume Excerpt – These are the bullet points to update resume to reflect internship experience.
 - Post-Internship Critical Response Paper

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 8-10 Complete work plan and reflective journal.

Week 11-13 Complete critical response paper, portfolio, and debriefing sessions.