

COURSE IMPLEMENTATION DATE: January 2009  
 COURSE REVISED IMPLEMENTATION DATE: May 2014  
 COURSE TO BE REVIEWED: May 2020  
*(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

<b>GEOG 398</b>	<b>Geography</b>	<b>6</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
International Internship		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

The internship 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 8-12 weeks in another country, and two weeks of debriefing and analysis back in Canada.

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

PREREQUISITES: 60 university-level credits, instructor's permission, and department head'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: Variable, determined in consultation with Dean of Arts on a per term basis  
 Expected frequency of course offerings: \_\_\_\_\_ every term  
*(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>Cherie Enns &amp; Garry Fehr</u>	Date approved: <u>October 3, 2013</u>
Department Head: <u>Michelle Rhodes</u>	Date of meeting: <u>October 11, 2013</u>
Campus-Wide Consultation (CWC)	Date approved: <u>November 8, 2013</u>
Curriculum Committee chair: <u>Amanda McCormick</u>	Date approved: <u>November 8, 2013</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>November 22, 2013</u>
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

1. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Build on knowledge learned in the workplace to prepare for future academic coursework, future career opportunities, or independent research.
4. Examine his or her own values relative to those of an employer
5. Learn to reconcile and describe the differences and commonalities within the context of community development or sustainability work.
6. Effectively express, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

The primary emphasis in the online 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 may be required to participate in an online 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 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.

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 21<sup>st</sup> 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 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 completion of annotated bibliography of relevant readings prior to start of internship.
- 2) Satisfactory Participation in online seminar class or face to face discussion groups based upon assigned readings (if placement allows).
- 3) Satisfactory mid-term evaluation completed by the agency supervisor
- 4) Satisfactory end of term evaluation completed by the agency supervisor (Including confirmation of required number of hours)
- 5) The maintenance of a reflective journal or weekly work plans. If a reflective journal is used, the journal 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.
- 6) 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.
- 7) 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