



International Placement 2019

GInS 3900/3901

Format: Online

Professor: M. Steckley

Office: Ritchcraft Hall 1401 R-B

Office Hours: Appointment by phone

Email: marylynn.steckley@carleton.ca

Course Overview

Confucius told us centuries ago, "I hear and I forget. I see and I remember. I do and I understand." This course is grounded on that very principle. In this class, you have the exciting privilege of getting your hands dirty. You will carry out the international work experience, and embark on a journey of experiential learning - each of you in a different site and context - but all with an overarching goal to make a meaningful contribution to social change.

Learning Objectives

1. To acquire discipline, and job specific learnings, and practical work experience.
2. To build autonomy, confidence, and skills in self-direction.
3. To build cross cultural awareness, flexibility, and tolerance for ambiguity.
4. To be able to identify, and articulate why crossing cultures is difficult, and to be able to name and describe key adaptive strategies for successful cross cultural experiences.
5. To be able to independently, and critically reflect on the impact of ones international learning experience including articulating key contributions, new skills, and learnings.

Format

This course is based entirely online, and all course assignments will be submitted through cuLearn. Since each student has unique placement dates, your Final Deadline will correspond to your placement. Your major project will be submitted as one file and in the form of a cuPortfolio. Before your departure, **it is mandatory** that you attend a cuPortfolio training session.

Evaluation Timing

Your work in this course (CuPortfolio, Workplace Supervisor Report, Self Assessment Report) is **due on the 15th day of the month that comes after your placement end date**. For example, if your final day of placement is May 22nd, your work will be due on June 15th. If your final day of placement is on August 2nd, your work will be due on August 15th. All class work must be submitted on or before August 15th.

Readings:

In this course, you will choose a book related to either the regional, or country context of your Placement, or related to the themes of your International Placement work (ie. Gender inclusive growth). There is a list of book suggestions in the appendix to this syllabus.

Evaluation:

<u>Workplace CuPortfolio</u>	<u>60%</u>
Key Components:	
<u>Cover Page</u>	<u>5%</u>
<u>Curriculum Vitae</u>	<u>5%</u>
<u>Professional Inventory</u>	<u>10%</u>
<u>Work Log</u>	<u>30%</u>
<u>Book Report</u>	<u>15%</u>
<u>Final Summary Paper</u>	<u>35%</u>
<u>Student Self Assessment Report</u>	<u>10%</u>
<u>Workplace Supervisor Report</u>	<u>30%</u>

* **Late Policy:** No extensions will be granted. Deductions of 10% per day begin immediately after your Final Deadline. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

A Note on Communication:

I am eager to help you with any problems you might have with the course. If you questions about the class please use our cuLearn Q&A forum. My preference for in-depth thematic and content-related questions is for a meeting (by phone). I will do my best to answer promptly, but there will be some weeks of the summer during I will be on leave. I do not read email on weeks or statutory holidays.

Coursework

Workplace Supervisor Report

- 30% of final grade
- **DUE the 15th day of the month that comes after your placement end date**

At the end of your placement, your workplace supervisor is expected to evaluate your performance, using the form Employer Assessment: Placement. You must meet with your supervisor to discuss the evaluation. This is an exciting opportunity to learn (and take note of!) what you did right. Remember to make notes so that you can use the report to bolster your academic cv and your CuPortfolio Project. This final meeting will also allow you to ask your supervisor about the ways that you might improve your work in the future. I encourage you to take this as a learning experience that will enrich your personal and professional growth. At the conclusion of your meeting, ensure that you sign the completed form, acknowledging that you have discussed your evaluation and are aware of its contents. ***Do be sure to upload the Employer Assessment form to cuLearn*.**

Student Self-Assessment Report

- 30% of final grade
- **DUE the 15th day of the month that comes after your placement end date**

Following your discussion with your workplace supervisor, critically reflect on the comments of your supervisor and your contributions to your workplace over the term. Remember to take this self reflection seriously, this is not a time to be overly self critical, nor to allocate to yourself a 'perfect' score. Excessively low or high grades that are not meaningfully justified will be received with skepticism, and may merit a follow-up meeting between the Instructor and the student. Approach this form with a spirit of honesty, and openness. Once your self-assessment is complete, ***be sure to upload the Student Self-Assessment form to cuLearn*.**

Major Project: CuLearn Work Portfolio

- 70% of final grade
- **DUE the 15th day of the month that comes after your placement end date**

Summary

The cuPortfolio assignment is designed to allow you to showcase and reflect on your work in your placement. Be creative! A successful cuPortfolio will be developed throughout the course of your work assignment, you should be building this weekly, making contributions throughout the term. Your cuPortfolio will contain 6 pages including your:

- Cover page
- Curriculum vitae
- Professional inventory
- Book review & reflection
- Work log & reflection
- Final summary paper.

***You will submit your cuPortfolio electronically via the course dropbox in CuLearn.**

Major Project: CuLearn Work Portfolio CONT.

Assignment Criteria:

The cuPortfolio **must** contain the following **6 sections**:

1. Cover page /5

- Your cuPortfolio must include a cover, or 'home' page that is visually captivating, describes who you are, and briefly illustrates your professional skills, and academic interest, and future goals.
- Cover Page Rubric:
 - Format, Style, Organization, Language /2
 - Professional and Appropriate /1
 - Overall Effectiveness & Presentation /3

2. Curriculum Vitae /5

- Your cuPortfolio must include a professional CV that speaks to your skills, including those developed on your placement. I discourage the use of pdf. inserts for your CV.
- CV Rubric:
 - Clear articulation of skills, education, volunteer experience /1
 - Effectiveness & Presentation /2
 - Grammar, Organization, Mechanics /2

3. Professional Inventory /10

- List the main aspects of your International Placement, summarizing tasks preformed and skills used or developed, as well as cultural insights gained throughout your experience. This should not be text heavy, and should not be descriptively rich. Rather this should be a clearly organized, brief, point form overview of your accomplishments, and learnings. This will serve as a tool for you to better identify and articulate your professional strengths, evolution, and aspirations. It will also be a starting point for your final paper.
- Professional Inventory Rubric:
 - Format, Style, Organization, Mechanics /3
 - Clarity /3
 - Effectiveness /4

4. Book Review and Reflection /15

- **750-1000 words MAX**

- Your book review and reflection must be a reflective piece about the relationship between your chosen book, and your placement experience. This can be related either to your experience in a cross-cultural context, or to your work experience. Reflect on what you have read, and articulate how this relates to your placement experience.
- Keep in mind that a reflective essay requires taking a deeper look at yourself, stepping through the looking glass, to discover and show important parts of yourself and your international experience to your readers.
- You are expected to use specific examples from the text and from your experience. Vague or ambiguous reflections are not acceptable.
- If you like, you may include your book review as a pdf in your Cuportfolio
- Book Review and Reflection Rubric:

Clearly described link between the chosen book and the placement /10

Clear use of the chosen book (quotations, examples) to support points /30

Clear use of students' placement (work and experiences) to support points /30

Writing Clarity and Organization /15

Spelling, Grammar, Mechanics / 15

Total /100 * calculated to a contribution **/15** in your cuPortfolio*

5. Work Log & Reflection /30

- You are expected to be diligent in keeping a work log and work reflection journal, the final version of which will be a section in your cuPortfolio. Please record what you actually did during the day. Did you have meetings? Did you make coffee? Did you work on a research report? Did you conduct an interview? All of your work tasks should be recorded here.
- Describe your work integration, learning progress and the challenges of cross-cultural work. What hard or soft skills have you developed (ie listening, or computer programming). This is also a good place to keep track of any critiques or praise of your work. For example, you might record something like: "My supervisor told me she really appreciates my commitment to professionalism." These notes will be valuable as you develop your cuPortfolio Workplace Contributions & Summary Paper.
- I discourage the use of a pdf download for your worklog. Rather format your worklog so that it is embedded and clear within cuPortfolio.

Work Log & Reflection CONT. /30

- Work Log Rubric
 - Consistently detailed account of work /20
 - Clear Organization & Presentation /5
 - Spelling, Grammar /5
 - Total /30**

• Final Summary Paper /35

• Max 1000 words

- You will have a series of tasks and assignments at your workplace, as described in your job description (ie. report or document, campaign publicity brochure or radio spot, research analysis, photography exhibit). Select a strong sub-set of your workplace outputs, and describe them (powerpoint presentation development, interviews, taking minutes etc). You might like to revisit your work log to brainstorm.
- Next, illustrate how your contributions to the selected workplace outputs (or tasks) that you preformed contribute to your learning, skill development and personal growth. In other words, how did your tangible work contribute to your skills?
- Describe why this International Placement was a worthwhile, or not very worthwhile experience. In other words, describe what was advantageous about your Placement, what you gleaned from the experience, and what contributions you made to your organization. Or, if you struggled with your placement, consider how you might learn from this experience. Why wasn't this a worthwhile placement? Finally, whether your placement was worthwhile or not, what would you change to make it better?
- You may include your summary paper as a pdf download within cuPortfolio if you wish.
- Workplace Contributions and Learning Reflections Rubric
 - Description of contributions (Reports, pictures, interviews) /15
 - Clear Assertion of Learnings related to each task/output /40
 - Discussion of placement value, challenges & what you would change /25
 - Spelling, Grammar, Organization, & Writing quality /20
 - Total /100 * calculated to a contribution **/35** in your cuPortfolio*

Appendix: Book Suggestions

Please remember that you are welcome and encouraged to select your own book. You are also welcome to choose from this short list. The following includes both fiction and non-fiction. Both forms are acceptable choices.

South Africa

1. Ian Palmer; Nishendra Moodley and Susan Parnell. Building a Capable State: Service Delivery in Post-Apartheid South Africa.
2. Hein Marais. South Africa Pushed to the Limit.
3. Hosea Jaffe. A History of Africa
4. J.M. Coetzee. Life and Times of Michael K.
5. J.M. Coetzee. Disgrace.

Uganda

1. Sara L. Armstrong. The Shattered Pearl.
2. Giles Foden. The Last King of Scotland.
3. Moses Isegawa. Abyssinian Chronicles.
4. Yoweri Kaguta. Sowing the Mustard Seed: The Struggle for Freedom and Democracy in Uganda.

Nigeria

1. Richard Bourne. Nigeria: a new history of a turbulent century.
2. Hilary Matfess. Women and the War on Book Haram: Wives, Weapons, Witnesses.
3. Chimamanda Ngozi Adichie. Half of A Yellow Sun.
4. Chinua Achebe. Things Fall Apart.

Peru

1. Eduardo Galeano . Open Veins of Latin America: Five Centuries of the Pillage of a Continent.
2. John Crabtree and Francisco Durland. Peru: Elite Power and Political Capture.
3. John Hemming. "The Conquest of the Incas"
4. Fabiana Li. Unearthing Conflict: Corporate Mining, Activism and expertise in Peru.

Brazil

1. Eduardo Galeano . Open Veins of Latin America: Five Centuries of the Pillage of a Continent.
2. Oliver Balch. Viva South America! A journey through a restless continent.
3. Thomas E. Skidmore. Brazil: Five Centuries of Change, 2nd Edition.
4. Carolina Maria de Jesus. Child of the Dark: The diary of Carolina Maria de Jesus.

Colombia

1. Eduardo Galeano . Open Veins of Latin America: Five Centuries of the Pillage of a Continent.
2. Juan Gabriel Vasquez. The Sound of Things Falling.
3. Tom Feiling. Short Walks from Bogota.

Bolivia

1. Eduardo Galeano . Open Veins of Latin America: Five Centuries of the Pillage of a Continent: Pillage of a Continent.
2. Ernesto Guevara. Bolivian Diary

3. Oscar Olivera. Cochabamba! Water War in Bolivia.
4. Tony Hastie. Bolivia tried to kill us: A year trekking and travelling in South America.

Appendix: Book Suggestions CONT.

Belize

1. Eduardo Galeano. Open Veins of Latin America: Five Centuries of the Pillage of a Continent
2. Eric Williams. From Columbus to Castro: The History of the Caribbean 1492-1969.
3. Home Cooking in the Global Village: Caribbean Food from Buccaneers to ecotourists.
4. Alan Twigg. Understanding Belize: A historical guide.
5. Bruce Barcott. The Last Flight of the Scarlet Macaw.

Jamaica

1. Eduardo Galeano. Open Veins of Latin America: Five Centuries of the Pillage of a Continent
2. Philip Manderson Sherlock. Hazel Bennett. 1997. The Story of the Jamaican People.
3. Ian Thomson. 2011. The Dead Yard: A story of modern Jamaica.
4. Eric Williams. From Columbus to Castro: The History of the Caribbean 1492-1969.

St. Lucia

1. Eduardo Galeano. Open Veins of Latin America: Five Centuries of the Pillage of a Continent
2. Eric Williams. From Columbus to Castro: The History of the Caribbean 1492-1969.
3. Jolien Harmsen. A history of St. Lucia.

United States/CANADA (UN OFFICE)

1. Howard Zinn. "A People's History of the United States"
2. Thomas Piketty. Capital: in the Twenty-First Century.
3. David L. Bosco. Five to Rule The All: the UN Security Council and the Making of the Modern World.
4. William Easterly. "The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good.

Canada (HealthBridge)

1. Tracy Kidder. Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World.
2. Paul Farmer. Pathologies of Power: Health, Human Rights, and the New War on the Poor.
3. Nicholas D. Kristof. Half the Sky: Turning Oppression Into Opportunity for Women Worldwide

Belgium

1. Adam Hochschild. King Leopold's Ghost.
2. Harry Pearson. A Tall Man in a Low Land: Some time among the Belgians
3. The Wisdom of the Beguines: The forgotten story of a medieval women's movement.

England

1. Walter Rodney. How Europe Underdeveloped Africa.
2. John Newsinger. The Blood Never Dried: A People's History of the British Empire
3. Shashi Tharoor. "Inglorious Empire: What the British Did to India"
4. Danny Dorling. (2014). Inequality and the 1%.
5. Marie Hicks. Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing.

Appendix: Book Suggestions CONT.

Spain

1. Christopher Howse. The train in Spain: ten great journeys through the interior.
2. Elizabeth Nash. Madrid: A cultural literary companion.
3. Giles Tremlett. Ghosts of Spain: travels through Spain and its silent past.
4. George Orwell. Homage to Catalonia.

Fiji

1. Epeli Hau'ofa and Vilsoni Hereniko. Tales of the Tikongs. Getting Stoned with Savages: A trip through the Islands of Fiji and Vanuatu
2. Rajendra Prasad. Tears in Paradise: Suffering and Struggles of Indians in Fiji.
3. Kava in the Blood: a personal and political memoir from the Heart of Fiji.
4. Ronald Wright. On Fiji Islands.

Vietnam

1. Bảo Ninh, Phan Thanh Hảo
2. Stanley Karnow. Vietnam: A History.
3. Andrew X. PHam. Catfish and Mandala: A two-wheeled voyage through the landscape and memory of Vietnam.
4. Bill Hayton. Rising Dragon.
5. Robert S. McNamara. In Retrospect: The tragedy and lessons of Vietnam.

Thailand

1. Eileen Kay. 2014. Noodle Trails: Fair Trade, Dung Trade, and Travels in Thailand and beyond.
2. Karen Connelly. 2010. Touch the Dragon: a Thai journal.

China

1. Jung Chang. Wild Swans: three daughters of China.
2. Nien Cheng. Life and Death in Shanghai.
3. Michael Anti. China 3.0.
4. Tom Carter. Unsavory Elements: stories of foreigners on the loose in China.
5. Deborah Fallows. Dreaming in Chinese: mandarin lessons In life, love and language.
6. Elizabeth C. Economy. The River Runs Black: The environmental challenges to China's future.

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include: reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings; failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the

intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the GInS office in 2404R, River Building. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from GInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the GInS website is the official course outline.