

**CARLETON UNIVERSITY  
FACULTY OF PUBLIC AFFAIRS**

**GINS 3930/3931  
International Internship in Public Affairs**

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[Please put GINS 3930/3931 in subject line of all emails]

*Note: Students can generally expect an e-mail response within 72 hours, weekends and holidays excepted.*

**ALL COURSE ELEMENTS MUST BE COMPLETED TO PASS THE COURSE**

**Course Description**

This course offers students the opportunity to earn either a half credit (GINS3930) or full credit (GINS3931) for an international internship.

Undergraduate studies generally focus on teaching students theoretical and conceptual models to facilitate the mastery and analysis of disciplinary specific content. To this end, most courses contain at least an implicit emphasis on developing core competencies in research, critical thinking, and the communication of complex information. For some students this leaves the question of how these competencies and knowledge can be applied to work in the ‘real’ world. The intent of GINS3930/01 is to offer students an opportunity to apply and further develop their skills and competencies in a cross-cultural context through real-world virtual work experience outside of Canada. Carleton University has a list of partners for this course, but it is also possible, subject to agreement from the course convener, for students to undertake the internship with partners they have contacted independently.

Both GINS3930 and GINS3931 are designed to build skills and aptitudes that will compliment the internship experience. To this end you are required to satisfactorily complete three of the ‘Fusion’ modules created by Teaching and Learning Services at Carleton University, which you will access through the course Brightspace page.

**Course entry requirements**

- At least third year standing at Carleton University
- GPA of at least 7 on Carleton’s 12-point scale (70% or B- equivalent)
- Valid passport and visa for entry into the country of placement, if travelling.

**Learning Outcomes**

By the end of this course students should:

1. Demonstrate a sensitivity to the different cultures, norms and traditions in the country in which they have worked;
2. Demonstrate an appreciation of the interconnections between different societies and individuals, and how the local context of an individual impacts perceptions of other countries, ideologies, and beliefs;
3. Critically evaluate the assumptions and expectations underpinning their approach to questions of public policy, society, and the world;
4. Have developed strategies for adapting to new cultural contexts and the necessary cross-cultural communication skills;
5. Have gained appreciation of how the skills and competencies developed through university study can be translated to the working world.

### **Structure of course**

Although the main activity in the course is the internship, simply completing an employment period with an organization has restricted pedagogical value unless accompanied by skill development and reflection. Arguably the most important component of an experiential learning course such as this one is the reflective component where the student takes time to pause and reflect. To facilitate this the assessed portion of the course is built around the completion of three 'Fusion' modules created by Teaching and Learning Services at Carleton University. These modules have been chosen to drive an initial period of student reflection to prepare you for the internship and to point towards skills and approaches that should help maximize your experience. The modules also provide the scaffolding for your final essay assignment reflecting back on the work experience and your growth and development experience during the internship.

The pedagogical approach to this course outlined in the previous paragraph means that there are no formal classes or seminars. Instead, you will complete online training sessions and assignments. While the course professor remains as a capstone resource for you, the primary point of contact for you during the course will be the teaching assistant team helping to deliver the course. It is the TAs who will provide the initial assessment of your submitted work. They will also be available via email as a primary contact point for issues related to the course and will triage through to the course professor and internship support team.

### **Classroom and workload expectations**

This is an experiential learning course and as such does not have regular classes and seminars. The bulk of the workload for this course comes through the international internship component with a partner organization outside of Canada. However, there is a mandatory online study component and a series of required assignments. You will fail the course if you do not complete the online training and/or do not submit the assigned work for academic assessment.

There are two variations of this course:

GINS3930 (0.5 credits) – requires a minimum of six weeks of placement work encompassing at least 150 hours of work with the host partner organization.

GINS3931 (1.0 credits) – requires a minimum of twelve weeks of placement work encompassing at least 300 hours of work with the host partner organization.

Irrespective of the course option you choose, the assessment structure and expectations will follow the same guidelines. The difference between the two courses is primarily the length of time spent working abroad.

### **Required textbooks and course readings**

Given the experiential nature of this course there are no required readings or set texts. *There are a series of presentations about the course and various options within it that you are required to watch.* You may also find it beneficial to look at one of the following works to develop a sense of some of the trick and traps to remote and trans-cultural work.

- Paul, Grace (2020). *The Ultimate Guide to Working from Home: How to stay sane, healthy and be more productive than ever* (Hachette Books). [\$2.99 on Amazon Kindle]
- Quinn, Elaine (2011). *There's No Place Like Working From Home* (Calloran Publishing). [\$9.00 on Amazon Kindle]
- Whitfield, David (2020). *50 Pages on... Working from Home Successfully During the COVID-19 Virus and Beyond* (Amazon.com Services LLC). [Free with Amazon Kindle Unlimited].
- Fried, Jason and David Heinemeier Hansson (2013) *Remote: Office Not Required* (Currency/Random House)[\$15.99 on Amazon Kindle]  
→this may be the best of the set of the books
- Duke, Steven T. *Preparing to study abroad: Learning to cross cultures*. Stylus Publishing, LLC., 2013.  
This is a recommended because it is most closely mirrors the sort of experience designed through the travelling version of the GINS3930/31 program. It can be bought on Amazon.ca for \$12.66, Kindle version
- Ferraro, Gary P., and Elizabeth K. Briody. *The cultural dimension of global business*. Taylor & Francis, 2017.  
More theoretical and for the practice of international business. It can be accessed through the Carleton University Library e-books program.

### **Student Safety, Security, and Keeping in Contact**

One of your core unassessed assignments is the weekly diary entry, which we use to keep track of your activities and maintain passive contact with you during your placement.

Keeping in touch while away is immeasurably easier than in the past, but it still requires you to take a number of proactive steps before departure. Make sure that you have signed up for programs such as WhatsApp, Zoom, and Skype, and share these contact details with the course team. During past iterations of the course these platforms, in addition to traditional email, have been a crucial link between students in the field and the teaching staff for the provision of support during the course. Moreover, in a surprisingly large number of countries the most reliable form of telecommunications and the ones most frequently used are these kinds of services. They also provide an extremely economical way of keeping in touch with friend and family.

**Brightspace:**

Brightspace will be used to distribute and store information about the course, provide students with a forum platform that they can use for discussions, should they so choose, and to submit course assignments

**Assessment:**

The courses are assessed on a Satisfactory/Unsatisfactory basis, with satisfactory performance being in line with the performance expectations in a standard course for a grade of at least 60% / C- / 4 on Carleton's 12-point scale.

1. **Submission of workplace details and objectives report** (10% of final of calculated grade – due within one week of starting your placement): 500-700 words (MAX) submitted as a pdf or MS Word document through the Brightspace course portal. You are expected to meet with your workplace supervisor at the start of your placement in order to establish a collaborative understanding of your job description, learning objectives, and work expectations for your particular placement. One suggestion is that you prepare a draft of this piece of assessed work as a guide for your conversation and submit the revised version for assessment. Your report should address the following questions:
  - a. What is your job and your expected daily tasks?
  - b. What are your hopes for this placement, i.e., what do you hope to learn and in what areas would particularly welcome mentorship?
  - c. How do you hope this placement will contribute to your personal growth?
  - d. What do you think you bring to this placement, i.e., what sort of skills, talents, aptitudes do you feel you are bringing to the workplace?

The report is due within by the end of your first week in the placement.

2. **Completion of the 'Exploring' phase of the following Fusion modules prior to commencing your placement** (30% of calculated grade – due no later than two weeks after start of placement, recommend doing well in advance of this):
  - a. **Metacognition**
  - b. **Inclusion**
  - c. **Adaptability**

You must also complete the associated online assignments for each of these units linked through the course Brightspace page. The assignments for each Fusion modules will, respectively, comprise 10% of your grade for the course with a total value of 30% of your grade. You must pass these three sets of assignments in order to pass the course.

3. **A weekly diary entry or summary of entries for that week**, which will also serve as status reports to the course convener. This ‘status report’ element is important and helps the University maintain contact while you are abroad. In the future the material in this travel diary will also be useful for completing applications to graduate and professional programs as well as job applications. This component of the course is not intended to be a polished product, but rather a working draft for the student’s use. As such it operates solely on a completed/not-completed basis for evaluative purposes. To complete the assignment you will be required to answer a series of questions derived from the ‘Apply’ portions of the Fusion modules. **This work is to be submitted via the course Brightspace site and must be submitted to pass the course;**
  
4. **Post-placement reflective assignment** (60% of calculated grade). Once the placement is completed you are required to submit a 1,500 word report engaging with the reflection questions for the three Fusion modules required of the course and looking back on your internship placement. The emphasis is on reflection. How has the placement impacted your development as a student, scholar, and professional? Would your answers to the questions raised in the Fusion modules change now? Submission will be through the course Brightspace page and it can be done ahead of time if you have completed the majority of your placement. You must pass this assignment in order to pass the course; and
  
5. **Post-placement assessment/report from the partner organization.** This is a brief assessment from the employer of the student’s performance and reliability. The document serves two key purposes in the broader framework of the course. First, it provides the professor with verification that the student completed the work placement component of the course. Second, it provides the professor with an additional data source for writing future recommendation letters should they be requested by the student. It is required that you provide proof (generally via a CCed email) that you have provided the form to your employer and requested that it be remitted by email to the course professor. You are ***not*** responsible for ensuring that the employer returns the form to the professor. Failure to complete your placement successfully will result in failure of the course unless there are significant intervening factors that prevented completion. Before you panic, do note that we have yet to have a student fail this requirement of the course.

## **Academic Accommodations**

**Learning difficulties and/or impairments:** Students with differing learning needs are welcome in this course. 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](mailto: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).

**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](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services 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). I maintain the copyright to all course materials; they may not be posted, transferred, or sold without my written consent.

### **Carleton E-mail Accounts**

All email communication to students 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.

### **Medical Certificates & Illness**

In the unfortunate case of illness or injury, only a [Medical Certificate](#) signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: "Doctors notes may not always be issued for the following reasons:

- Missed classes/labs except in extenuating circumstances.
- Minor illnesses (e.g. colds, flu).
- Past illnesses that have been resolved and that there is no documentation for.
- Obvious injuries (e.g. broken bone in a cast)."

**\*\*END OF SYLLABUS\*\***