



International Placement 2018

GInS 3901 (Full credit)

Format: Online

Professor: M. Steckley

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Office Hours: Appointment by phone

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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 course, 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.

Course 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.

Individual Learning Objectives

In addition to the learning objectives listed above, you are expected to establish your own unique learning objectives related to your work placement. **Your learning objectives must be approved before you begin your placement.** This will either be done at the academic orientation session, by phone, or by meeting. You are encouraged to revisit, and edit these over the course of your placement. This editing will be helpful as you develop the 'Learning Reflections' component of your final project.

My Learning Objectives:

1. _____
2. _____
3. _____

Format

This course is based entirely online, and is organized in 6 parts. Since each student has unique placement dates, you are expected to set dates that correspond to your placement. For example, if you are on a 12-week term, each section of the course will relate to 2 weeks of your placement. Use the sections on cuLearn to organize your work. There are specific tasks related to each section of the course, so be sure to stay up to date on cuLearn.

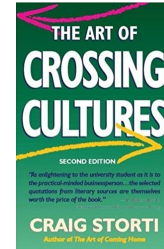
Throughout your placement you will read 2 books, one assigned (The Art of Crossing Cultures), and one of your choice. Your chosen book must relate to your workplace, region, or context of your International Placement. Your final work will be submitted as one file and in the form of a cuPortfolio. Before your departure, **it is mandatory** that you attend a cuPortfolio training session.

Evaluation Timing

In this course you will be evaluate on three major components: a reading reflection on “Crossing cultures”; your cuPortfolio; and your workplace supervisor report. In large measure, you have the flexibility to work ahead, and to tailor your readings, and cuPortfolio completion around their own unique schedules and travel dates. The **reading reflection** is **due** on the **last day of part 3 of your course**. Your **final cuPortfolio and your workplace supervisor report are due on your final day of placement**. Both must be submitted on cuLearn.

Readings:

1. Storti, Craig. The Art of Crossing Cultures
2. Regional or Country Based Reading (list of suggestions in appendix)



Evaluation:

<u>Reading Response</u>	<u>10%</u>
*To be completed on the last day of Part 3 of your placement 500-800 words	
<u>Workplace CuPortfolio</u>	<u>70%</u>
* due by 11:55pm on the last day of your placement	
Key Components:	
<u>Cover Page</u>	<u>5%</u>
<u>Curriculum Vitae</u>	<u>5%</u>
<u>Cover Letter</u>	<u>10%</u>
<u>Work Log</u>	<u>30%</u>
<u>Workplace Contributions & Learning Reflection</u>	<u>35%</u>
<u>Book Review & Reflection</u>	<u>15%</u>
<u>Workplace Supervisor Report</u>	<u>20%</u>
*due by 11:55pm on the last day of your placement	

- * **Late Policy:** No extensions will be granted. Deductions of 10% per day begin immediately after your final placement date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.
- * Students must submit ALL assignment components to qualify for an A- or better on final grade.
- * A Note on Communication:

I am eager to help you with any problems you might have with the course. My preference for in-depth thematic and content-related questions is for a meeting (by phone). Logistical questions, and those that apply to the class should be posted to our Questions and Answer forum through CuLearn. When posing a Question on CuLearn, please do not expect an instant reply: I will do my best to answer promptly. I do not read questions either on Saturday or Sunday.

Course Sections: TO BE COMPLETED BY EACH STUDENT

Part	DATES (for students to fill in!)	Coursework
1		<ul style="list-style-type: none"> • Begin reading Crossing Cultures • Find a book for your book review • Get comfortable with cuPortfolio- start a home page, and a work log
2		<ul style="list-style-type: none"> • Continue to read “The Art of Crossing Cultures” and finish the book by the end of this part of your placement • Draft and outline of your Book Reflection on “The Art of Crossing Cultures” • Continue to build your cuPortfolio, paying close attention to your work log
3		<ul style="list-style-type: none"> • Submit your Book Reflection on “The Art of Crossing Cultures” • Begin reading your selected book • Continue to develop your cuPortfolio, and begin to identify your workplace contributions
4		<ul style="list-style-type: none"> • Finish your chosen book • Draft an outline of your book review/reflection • Input your cover letter, and CV into your cuPortfolio, put the finishing touches on your home page • Continue to develop your work log, workplace contributions, and start to articulate your learning reflections
5		<ul style="list-style-type: none"> • Finish your book review • Give your supervisor the Workplace Supervisor Report • Input your Workplace Contributions and Learning Reflections into your cuPortfolio
6		<ul style="list-style-type: none"> • Meet with your supervisor, sign the Workplace Supervisor Report and Upload to cuLearn • Finalize your CuPortfolio and submit on cuLearn before the last day of your placement

Workplace Supervisor Report

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***.

Reading Reflection: The Art of Crossing Cultures

*10% of final grade

* DUE to culearn: the last day of Part 3 of your placement

Summary

Often when we read, we do not fully integrate new information into our existing knowledge structure, and so we fail to benefit from new understandings of the world around us. Research in cognitive science and learning tells us that “deep learning” requires that the learner reflect on new knowledge and create personal meaning from it. It is in this spirit that you will engage in a Reading Reflection on “The Art of Crossing Cultures”. In this assignment you will draw from the prompts below and craft a 500-800 word reading response. Remember, your response should indicate a careful reading, and thoughtful reflection that relates to your workplace assignment and experience. This assignment is designed to deepen your exploration of your cross-cultural engagement, and for you to reflect on new strategies for successful cross-cultural relationships.

Reading and Reflection Prompts

- Reflect on the book’s main concept(s) -how do these new concepts create new meaning for you? In other words, what resonates with you about the main concepts of the book?
- Surprised?: Did you learn something that is in conflict with your previous notions of the world? Did you learn something that fascinates you in a way that you didn’t expect? How does this new knowledge connect with your placement experience?
- What is confusing or difficult about this book? Remember, it is only through the process of reconciling new information with our existing knowledge structure that we become aware of inconsistencies or ‘gaps’ in our understanding. How has this book shaped your understanding of cross-cultural encounters? How does this influence your approach to your placement or to cross cultural relationships?

Excellent (A grades) will meet the following criteria:

- Ensure that your final paper is 500-800 words in length
- Offer a strong title that relates to your reading reflection
- Provide a clear introduction, body paragraph(s), and a concise conclusion.
- Illustrate that you understand the concepts and cross-cultural strategies in The Art of Crossing Cultures. Leave no doubt that you have completed a close reading of the text and use quotes, details, or evidence to support your discussion.
- Make connections between the reading, and your experiences. Your response should not simply summarize the book.
- Be thoughtful, clear, and articulate, and use standard academic English (i.e., complete sentences, capitalization, and conventional spellings).

Grading Rubric

Critical Thought, Connection to Text & Personal Experience...../5

Formating, Organization, and Writing Clarity..... /5

Total...../10

* **Late Policy:** No extensions will be granted without the approval. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

Major Project: CuLearn Work Portfolio

- 70% of final grade
- **DUE the last day of your placement**

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. All items included in the Work Portfolio must be submitted electronically via the course webpage in CuLearn.

Assignment Criteria:

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

- **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 /2

Effectiveness /3

- **Curriculum Vitae /5**

- Your cuPortfolio must include a professional CV that speaks to your skills, including those developed on your placement.

- CV Rubric:

Clear articulation of skills, education, volunteer experience /1

Effectiveness /2

Grammar, Organization, Mechanics /2

- **Cover Letter /10**

- You are expected to develop a brief, professional, and compelling 1/2 - 3/4 page cover letter, developed under the assumption that you are applying to the organization that you work for, but in a more senior position. Use formal language, proper paragraphing, and articulate your skills and why you are perfect for the job.

- Cover Letter Rubric:

Format, Style, Organization, Mechanics /5

Writing Quality/Effectiveness /5

Major Project: CuLearn Work Portfolio CONT.

- **Book Review and Reflection /15**

- **750-1000 words MAX**

- A strong reflective essay must begin with an outline
- Your book review and reflection must be a reflective piece about the relationship between your chosen book, and your 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 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.

- **Book Review and Reflection Rubric:**

Clear use of the reading to support points /4

Clear use of students' work and experiences /4

Clarity of thought /4

Spelling, Grammar /3

Total /15

- **Work Log /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, learnings and challenges. Reflect on your 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 & Learning Reflections page.

- **Work Log Rubric**

Consistently detailed account of work /20

Clear Organization /5

Spelling, Grammar /5

Total /30

Major Project: CuLearn Work Portfolio CONT.

• Workplace Contributions and Learning Reflections /35

- 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 to include in your cuPortfolio. All items included must have been produced primarily by you, or where appropriate, by your work team. In the case of a group project, you must explicitly identify your unique contributions. The workplace supervisor must consent to each item being included in the Work Portfolio. Ideally, the Work Portfolio should provide a good overview of the types and variety of work performed by the student in the placement.
- You are encouraged to keep a learning reflections journal throughout the term. Each of your workplace contributions should be paired with a corresponding learning reflection. How did your tangible work contribute to your skills? How can you articulate your new skills?

• Workplace Contributions and Learning Reflections Rubric

Evidence of contributions (Reports, pictures, interviews) /15

Clear Assertion of Learnings related to each contribution /10

Spelling, Grammar /10

Total /35

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.