

**CARLETON UNIVERSITY
FACULTY OF PUBLIC AFFAIRS**

**GINS 3930S/3931S
[Virtual] International Internship in Public Affairs
Fall 2021**

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

Due to COVID-19 restrictions I have no office hours; meetings will be booked by email and occur by phone or online.

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

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 GINS3930/31 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. Emphasis is placed on adding academic rigor and a strong, reflective analytical dimension to the international internship experience. 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 have required ‘pre-departure’ orientation sessions and application procedures to ensure that students a) meet entry requirements for the course and, b) meet the recruitment requirements of the partner organizations where they will be working. Participation in the course is dependent on the student being accepted for an internship placement. There will also be a debriefing session with returning students.

Both courses have a required telephone conference with the course instructor prior to or soon after the internship starts. This format has been chosen as ‘practice’ for your professional work where teleconferences are frequently used to quickly connect people in different locations; it remains in use during the ‘Zoom era’ because it is still simpler than setting up a screen and camera. Timely submission of the completed forms for this

meeting and active participation in the call is a core course requirement. If you fail to do either you will be unable to submit work for academic assessment, which means a fail.

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.

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 pre-departure briefing day to help prepare students for their placement. Both courses have a required telephone conference with the course instructor prior to or soon after the internship starts. Timely submission of the completed forms for this meeting and active participation in the call is a core course requirement. If you fail to do either you will be unable to submit work for academic assessment, which means a fail.

There will also be a post-experience debriefing session.

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 professor. 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 professor for the provision of support as well as discussion of the assignments due for 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.

Brighspace and CUPortfolio:

Brighspace will be used to distribute and store information from the professor, provide students with a forum platform that they can use for discussions, should they so choose, and to submit some of the course assignments. CUPortfolio is a platform that students may use to store work placement samples and any materials they may wish to share with others. Use of CUPortfolio is not required and it does necessitate some advance learning on how to use the system. Full details on what CUPortfolio is can be found at <https://carleton.ca/cuportfoliosupport/about/>, but the main point is that it functions like an electronic repository for materials you have created or wish to reference, and it offers a framework much like a blog system that allows you to create web pages and frameworks for displaying a ‘portfolio’ of your work and outputs to others such as assessing faculty, potential employers, friends, family, and others. You log into CUPortfolio the same way as you would for Brighspace with your Carleton University IT access codes. The login portal is: <https://cuportfolio.carleton.ca/index.php>

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. In broad terms, assessment of student performance will be based on satisfactory completion of the internship and three key graded pieces of work and completion of compulsory preparatory tasks. Failure to perform in any of seven assessment tasks detailed in this ‘assessment’ section can result in a grade of ‘unsatisfactory’, and a fail in the course. Much of the work for this course will be submitted or monitored through the CULearn portal. Failure to complete your internship placement or dismissal from your post by your employer are grounds for being failed in the academic component of this program.

You are required to watch the preparatory presentation posted on the course CULearn site, complete and submit a “Student Information and Capstone Assignment Planning Form” and then have a one-on-one Zoom/WhatsApp/Telephone meeting with the course convener to set the terms of reference for your capstone assignment. The meetings typically take less than half an hour. The template for the form is available on the CULearn page, as is the portal for submitting the completed form (in Word format, please). Appointments can be booked through the scheduler on the course CULearn page.

The course convener will make a pass/fail assessment of student performance based on an assessment of the following:

1. **Completion of the pre-departure paperwork and attendance at the preparatory briefing day.** These comprise the core administrative tasks that you must complete in order to be eligible to undertake the program; they include such items as ensuring you have a valid passport, obtaining the necessary visas, and providing Carleton University with the information it needs for insurance and enrolment purposes; [Online format with Careers]

2. **Student Information and Capstone Planning Form (15%):** This is designed as a summary briefing document for the course instructor where you provide particulars about your background, your internship position, and the sorts of products you envision as options for the capstone assignment. If you fail to submit this form in a timely manner (ideally before you start your placement). and book the requisite telephone meeting with the professor you will be unable to submit the work required 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. While the minimum is a weekly entry, it is strongly suggested that students complete even more frequent entries while memories are freshest. There are a wide variety of voice-to-text apps for smartphones, and students are encouraged to acquire one of these apps and use it to make regular entries about their professional and personal experiences during their internship placement. This ‘raw data’ can then be used for writing the capstone document for their major summative assignment as well as the final reflective OpEd. 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. It is to be submitted via the course Brightspace site [learning outcome 3];
4. **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. [learning outcome 4 and 5];
5. **Post-placement reflective assignment (35% of calculated grade)** Once the placement is completed students will write an OpEd (Opinion-Editorial) style piece of approximately 750 words setting out an argument about how you see the world of work evolving in the future based on your experience in this virtual internship. The OpEd due date will be individually negotiated with the course professor. A summary presentation on how to write an OpEd is on the course Brightspace page. Submission will be through the course Brightspace page and it can be submitted significantly ahead of the deadline;

6. **Major summative assignment as agreed with the course convener** (50% of calculated grade) Wide latitude is given for this assignment so that you can actively incorporate the cross-cultural elements of the course. Given the changed nature of the course in this COVID-19 year, the recommendation is that you choose from one of the following options, although almost any possibility remains on the table and can be discussed during your meeting with the course professor:
- a. A management consultancy style evaluation of your degree program and university studies analyzing its applicability to the professional field in which you have been working for this course;
 - b. A project/program evaluation of the project/program you have been working on for your internship;
 - c. A SWOT analysis of remote work for the industry or organization you have been working in with strategic recommendations for managing risks and exploiting missed opportunities; or
 - d. A public intellectual style essay on the transition from university to the world of professional work in the post-COVID era and how current university programs prepare people for it.

Your initial plan of attack will be discussed with the course professor during your telephone meeting, which is the chosen format because of its prevalence in the professional world.. Prior to this meeting and through completion of the “Student Information Sheet” you should consider how your project will draw on your academic studies and the experiences you anticipate having during the internship. Time slots for meeting with the course professor can be booked on the course Brightspace page and are typically less than half an hour in length. You must submit a completed ‘Internship Information Sheet’ through Brightspace page at least forty-eight hours before your appointment in order to give the professor time to prepare for your meeting. **After two weeks** in your work placement you must submit a one-page ‘pitch’ document to the professor by email. This provides you with an opportunity to either modify the project based on your experience in the field or to test out a preliminary planned approach to your project. *Your final capstone project due date will be negotiated with the professor, but it is generally two weeks after the completion of your internship.* [learning outcomes 1-5]. See below for the marking rubric;

7. **Participation in a post-placement debriefing session.** This is an opportunity to speak with other students who took the course and to share experiences. Attention will also be given to how you can use your experiences to help you with future career milestones such as job interviews and graduate and professional school applications. Date and location to be announced.

ASSIGNMENTS

International Internship Experience Capstone Project Marking Rubric (50% of calculated grade)

	A- Grade and higher	B- Grade	D Grade and lower
Voice	Author's purpose is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and experience with the topic is evident.	Author's purpose is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and experience with the topic is evident	Author's purpose of is ambiguous and there is thin evidence of attention to audience. The author's knowledge and experience with the topic are limited.
Organization	The topic and argument is clear, and presented in an inviting manner. The information in the work is relevant and presented in a logical order leading to a clear conclusion	A topic and argument is presented. Relevant information is used leading to a conclusion.	There is no clear topic and argument. The relevance of presented information is unclear, leading to a weak or unconnected conclusion.
Efficacy of communication	The author uses vivid strategies and structures to present their ideas in a manner that seems accurate, natural, and not forced.	The author uses strategies and structures that communicate clearly, but without variety or dynamism.	The author uses a limited set of strategies, structures, jargon or clichés that detract from their meaning.
Use of academic theories, concepts and models	Project and narrative/argument directly and strongly grounded in reference to scholarly literature, which is used to organize, present, and analyze information from the internship experience. Selected theories and concepts are fit with task set in assignment.	Evidence that the project is grounded in academic concepts and theories, and that they informed the presentation of the project.	Little to no evidence that scholarly concepts and theories informed design, analysis and presentation of information in the project.
Use of internship experiences	The argument/narrative is directly grounded in internship experience. Frequent reference is made to the internship experience to support the argument/narrative. Experiences from the internship are linked to student's program of study at Carleton.	The internship experience is an important part of the narrative/argument. Direct reference to the internship experience is regular, but not necessarily linked to the student's studies at Carleton.	Minimal reference is made to the internship experience. Where reference is made to the internship it is not obvious how it supports the argument/narrative being presented in the project.

Marking Rubric for the Post-Internship OpEd (25% of calculated grade)

Some ideas on how to write an effective OpEd can be found in Mira Sucharov (2018) *Public Influence: A Guide to Op-Ed Writing and Social Media Engagement* (Toronto: University of Toronto Press). Some additional online sources for tips and tricks to writing OpEds can be found through a Google search or some of the following:

- <https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>
- <https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/>
- https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf

	A- Grade or Higher	B- Grade	D Grade and lower
Content	Very clear key message supported by a series of very well presented and argued key points. Questions presented in assignment clearly addressed with supporting evidence. High quality summary of the topic supported by detailed and relevant discussion.	A key message could be inferred and generally supported by evidence. Questions presented in assignment specification clearly addressed with supporting evidence. Clear, logical argument, supported by appropriate evidence, but limited original thought.	Attempted to develop an argument, but not clearly supported by evidence or original thought. Key message unclear, unsupported by evidence. Limited if any consideration of assignment questions. Little evidentiary support drawn from the scenario.
Organization	Material ordered in a logical easy to follow fashion with one point setting the stage for and being built upon by the next. Submission to length restrictions.	Most of the material was ordered in a logical, clear fashion. At times, the structure leads to confusion of understanding. Submission followed length restrictions.	The material not in a logical, clear and easy to follow fashion. Document structure frequently causes confusion. Submission did not follow length and formatting restrictions.
Grammar & Style	OpEd has been carefully proof read, i.e. no grammar and punctuation errors, no spelling errors, no typographical or layout errors. Excellent logical flow with each point leading on to the next; document shows strong cohesion of thought and presentation. Reader knows what the point is all the time, and can clearly see relevance to other points made elsewhere in the report.	OpEd has been spell checked, but minimal evidence of proof reading, i.e. some grammar and punctuation errors; some spelling errors; some typographic or layout errors. (Some = 5-6 errors.) Good logical flow, with most points leading onto the next; document generally is a cohesive whole. Reader knows what the point is most of the time.	Report has received a cursory proof read and spell check, i.e. many grammar, punctuation, spelling, typographic and/or layout errors (Many = 7 or more.) Limited connections between points with critical points 'out of order'. Frequently the reader is left guessing about the point being made which is caused through irrelevant material inclusion.

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 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).

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****