

Internship & Seminar

ITRN-3000 (4 credits)

South Africa: Identity, Multiculturalism, & Social Political Transformation

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Overview

This course consists of a four-week internship with a national or international organization that is working on a topic relevant to the program theme within the South African context. The internship enables students to obtain skills and knowledge in methods, principles of and obstacles to promoting racial reconciliation and peace within societies that have been highly polarized by racialized social welfare policies and a racialized national politics, as was the case in South Africa for many decades. SIT will use its extensive network to place students in organizations working on social change, community organizing, racial reconciliation, and human rights. In addition, students may petition SIT for approval of internship placements that they find on their own initiative. However, in all cases, the organization and the student's internship placement must be approved by SIT's academic director, and SIT will maintain oversight over internship placement in line with SIT academic policies, student health and security guidelines. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and to be proactive in engaging with local experts to achieve their internship objectives. Weekly two-hour reflection and assessment classes are held with the academic director or internship coordinator to review the progress of the internship, the learning associated with the internship experience and to draw out broader issues related to positionality, culture, and ethics as they relate to the multiculturalism, human rights, and identity. Students complete an internship and submit a paper that describes, assesses and analyzes their learning around multiculturalism, human rights, and identity in South Africa. The internship paper also outlines the tasks that the students completed, and knowledge acquired through the politics, reconciliation and peacebuilding internship, reporting relationships, challenges encountered and how the student overcame them.

The pre-internship part of the course, Research Methods and Ethics, prepares students by introducing them to ethical implications of interning in the South African context, and is taught in English by the academic director and academic coordinator, assisted by local experts. Further, pre-internship prep work includes a three credit intensive Xhosa language course, a three credit Multiculturalism and Human Rights in South Africa Seminar and a three credit

Narratives of Identity and Social Change Seminar to expose students to the broader theories and practices of human rights work and social change in the South Africa context, and set the context for the internship experience in South Africa.

Learning Outcomes

The internship course comprises of 180 hours, equal to 4 academic credits. Upon completion of the course, students will be able to:

- Demonstrate understanding of the principles and methods through which human rights and social change may be promoted among societies that were highly polarized by racialized welfare policy and racialized national politics;
- Assess and articulate the benefits, challenges and obstacles that the internship organization encounters in their work; and
- Gain meaningful and practical work experience in their chosen field. Language of Instruction English is the official language in South Africa and students should expect that English will be widely spoken in work and field settings during the internship.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

Sessions 1 & 2: Setting the Stage

These sessions will take place before the proposal is due, during RM&E sessions for ISP students. Students meet with staff, following confirmation of their internship placement, and discuss expectations, timeframes and other logistics, structural components of the internship proposal, and general guidelines.

Sessions 3 & 4: The Internship Experience: Review and Critical Reflection

These, along with session 5 will be weekly group reflection sessions during your internship, time TBC. These sessions focus on the review and reflection process of the internship experience. Students set weekly learning objectives, keep an internship journal, and write two progress reports on their learning experience.

Session 3 readings:

De Wet, Jacques. (2012). Friends, enemies, or "Frienemies": Development and civil society organizations relations with the state in a democratic South Africa. *Working Papers in Development Sociology and Social Anthropology* No. 370. Bielefeld University.

Morton, Keith (1995). The Irony of Service Learning: Charity, Project and Social Change in Service-Learning. *Michigan Journal of Community Service Learning* (2).

<http://quod.lib.umich.edu/m/mjcs/3239521.0002.102?rgn=main;view=fulltext>

Session 4 readings:

Rosenberger, Cynthia (2000). Beyond Empathy: Developing a critical consciousness through service learning in O'Grady, Carolyn (Ed.) *Integrating Service Learning and Multicultural Education in Colleges and Universities*. Lawrence Erlbaum Associates Publishers, London. Pp23-43

Further reading TBC

Session 5: Talking About the Internship Experience

This session allows students to reflect on the internship experience and begin to process the learning that occurred in a safe and supportive context. The session discusses ways of acknowledging both the successes and failures of the internship, of completing tasks, handing over projects to and sharing insights with colleagues on the job, and setting realistic goals for the future. Next Steps and How to Include Your Internship on Your Résumé.

Session 6: Opportunities for Growth

The final session occurs in the final weeks of the program, as part of re-entry discussions. Students discuss fears and strategies for successful re-entry into their home setting, opportunities for professional growth, and how to make optimal use of the internship experience. They will discuss ways to describe the experience gained and skills learned in their internship in cover letters, résumés and how to use this experience for future professional growth.

Suggested reading:

Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th Edition). Belmont, CA: Brooks/Cole (chapter 12).

Ethics

The internship experience must reflect SIT's ethics policy and commitment to the values of reciprocity. The student intern should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of SIT's code of conduct or employee conduct at the host institution will result in an immediate termination of the internship and can lead to further disciplinary sanctions by SIT.

Assignments and Evaluation

Weekly two-hour reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience.

At the end of the internship period, students are expected to present their work to the group. Assessment of both written work and the oral presentation is based on the quality of research and academic scholarship and adherence to the highest ethical standards.

Assignment Descriptions and Grading Criteria

1) Progress Reports and Reflection Sessions (20%)

You will be required to prepare two short 1-2-page reflection papers based on a prescribed reading and incorporating a thinking through of your internship experiences in relation to the reading for sessions 3 & 4 (See required readings above).

2) Internship Performance (35%)

Your organizational mentor/supervisor will be asked to evaluate your internship performance based on the agreements you devised at the start of the placement. Due regard will be given to the requirements of adapting to changes and circumstances.

3) Oral Presentation (10%)

Students will be required to present the outcome of their internship experience. See ISP presentations for guidelines. Please note that these are only suggestions, and you are welcome to change and shift depending on the experience and requirements of your internship experience. You are also allowed to present as a group, or each member present on a facet of their experience at the organization.

4) Final Internship Paper (35%)

Students are expected to submit a final paper at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which summarizes the work and history of the organization and incorporates several references, detailed description of the work accomplished, and strong and innovative aspects of the organization. The paper should be well written, well organized, and aesthetically pleasing. The grading criteria can be found at the end of the syllabus.

Assessment

Progress Reports and Weekly Reflections - 20%

Internship Performance - 35%

Oral Presentation - 10%

Final Internship Paper - 35%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical

that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.

- **Course Communication:** Course documents and assignments will be posted on the learning management system, Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

RUBRIC: Internship Paper	
Category	Possible Considerations
Title / Acknowledgements / Abstract/Technical Aspects	<ul style="list-style-type: none"> -The title is succinct and captures the essence of the internship experience -The acknowledgements are complete and professionally written -The abstract clearly summarizes the internship experience and learning outcomes -Table of contents, In-text citations, and reference list or bibliography are done correctly and completely -There are no mistakes in writing & grammar, spelling & punctuation -The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing
Contextualization and Organizational Profile	<ul style="list-style-type: none"> -Important themes and background information are provided so reader understands the field in which the internship organization operates -The history and work of the internship organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described -The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated -Care is taken not to harm by criticism, nor evaluate -The community served by the organization is described in sufficient detail
Internship Focus/Objectives/Justification	<ul style="list-style-type: none"> -The paper specifies the focus area of the internship within the organization's broader work -The objectives of the internship are clearly presented and appropriate; how the objectives relate to the program theme and/or Critical Global Issue are clearly described. -The student's internship tasks/duties at the organization are presented and justified.
Information Acquisition	<ul style="list-style-type: none"> -How information was gathered in order to compose the final internship paper is explained in a clear and accurate manner and supporting materials are included in appendices (if applicable) -A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).
Positionality and Ethics	<ul style="list-style-type: none"> - The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview. - The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality. -Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed -Appropriate consideration is given to informed consent, anonymity, and confidentiality of participants, in keeping with human subjects protocols and the LRB-approved internship learning agreement -The internship strengthens relationships and contributes to mutual trust between the author, the organization and its clientele in ways that are respectful, culturally appropriate, and collaborative -The internship project is responsive to host organization and/or host community needs, as applicable

Critical Reflection on Internship Experience	<ul style="list-style-type: none"> -The description of tasks and responsibilities is clear. -The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience. -Key professional lessons learned through the internship experience are described with specific examples -A personal evaluation of performance in the internship is included with suggestions of how it could have been improved. -Ways in which student identity may have shaped their insights of the internship experience are described
Analysis of Critical Issues/Themes	<ul style="list-style-type: none"> -The manner in which the organization and its work are linked to the core themes of the program is described. -Analysis is given by comparing and contrasting the theory of the work/field studied throughout the semester with the practice of the work at the specific internship site. -Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.
Conclusions & Recommendations for Future Interns	<ul style="list-style-type: none"> -The main insights and lessons learned through the internship experience are detailed -Recommendations of opportunities or projects for future interns are described.