



## Internship

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad Program:  
**Senegal: Global Security and Religious Pluralism**

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Course Description

Several regional, United Nations and multilateral bodies are based in Senegal to both provide and support peace keeping missions in the region and beyond. It is in this sense that Senegal provides an excellent setting, within Africa, in which to explore security and peace operations and their support mechanisms, from an African perspective. SIT will use its extensive network to place students in national and international organizations working in the broad area of governance, election monitoring and peace in Dakar and beyond. In addition, students may petition SIT for approval of internship placements that they find on their own initiative. In either case, SIT's academic director must approve of the student's internship duties, location and placements. Ultimately, each student takes responsibility for making optimal use of resources available at the organization and will be expected to be proactive in engaging with local experts to achieve internship objectives. 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.

Students complete an internship and submit a paper that describes, assesses and analyzes their learning in regard to the theoretical underpinnings, complexity, challenges and benefits to the community of the work of their internship organization. The internship paper also outlines the tasks that the students completed at the international development internship, reporting relationships, challenges encountered and how the student overcame them.

### Learning Outcomes

The internship course comprises of 120 hours, equal to 4 academic credits.

Upon completion of the course, students will be able to:

- Demonstrate knowledge of how Senegalese cultural norms and practices shape the work place environment and outcomes;

- Articulate the ways in which organizations attempt to negotiate tensions between Western and local cultural norms and practices;
- Assess and articulate the benefits, challenges and obstacles that the internship organization encounters in their work;
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper and oral presentation; and
- Gain meaningful and practical work experience in their chosen field.

### **Language of Instruction**

Students should expect that French will likely be the main language spoken in most work and field settings of the internship. English may be spoken in some organizations and English/French translation may be available only in informal ways. The pre-internship part of the course, Research Methods and Ethics, prepares students by introducing them to the work norms, practices and ethics in the Senegalese context, and is taught in English by the academic director, assisted by local experts. Further, pre-internship preparations include 3 credit French language course or 3 credit Wolof course, 3 credit re-examining global security course and a 3 credit colonialism, the state and culture course. These four courses combined equip students with knowledge and skills for successfully completing an internship in Senegal and introduce students to the broader context, and intersection of history, religious pluralism and politics in Senegal.

### **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.

### **Module I: Making the Most of Your Internship**

Students have regular meetings with the academic director to prepare them for the internship and writing the internship paper, reflect on the internship experience and learn how to use their experience for future professional growth. Complementary readings are assigned by the academic director.

#### Session 1: Setting the Stage

This session reviews objectives of the internship. Students meet with the academic director, following confirmation of their internship placement, and discuss expectations, timeframes and other logistics, reflection sessions, journaling and structural components of the final internship paper, content, layout, and general guidelines.

#### Sessions 2 & 3: The Internship Experience: Review and Critical Reflection

At these sessions the academic director or other designee facilitates discussions through which students review and critically reflect upon their internship experience. Assigned relevant readings, weekly learning objectives, notes from the internship journal, and student written progress reports on their learning experience guide the discussions. The academic director will assign the relevant readings.

#### Session 4: 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.

#### Session 5: Next Steps and How to Include Your Internship on Your Résumé

This 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 (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole (chapter 12)

### **THE FINAL PAPER**

The final paper shall consist of the following four sections:

- Title, list of acknowledgements and abstract
- Introduction
- Description of the host institution
- Description of tasks performed on the job
- Description of a major output of the internship experience
- Personal assessment of job performance
- Summary and conclusions

### **GUIDELINES FOR THE FINAL PAPER**

Expectations for each section of the final paper are outlined below. These, however, are guidelines and may be adapted to the specificities of your internship.

**Description of host institution:** a brief description (one page) of the host institution for the internship. This should include the nature of the services offered and a profile of the customers who use them. The student may also provide brochures or collateral material that further describes the institution.

**Description of tasks performed:** this should be written in third person as if the student, acting as a manager, were writing it for a new employee/associate. It should be written in outline form, except for the job summary section. Headings should be used to identify each of the sections. A suggested outline for this description is listed below:

- Job title and place of employment
- Job summary—narrative summary of the activities of the position
- Qualifications—education and experience required and/or desirable
- Working conditions—uniform requirements, physical surroundings, working days, hours, etc.
- Job relationships—who is the mentor and to whom reported

- Specific duties and responsibilities—a list should be provided to indicate all duties performed by the individual in this position

**Output of the internship experience:** this can be a proposal for a strategic response to an existing problem, a creation of a sustainable plan, a grant proposal, or a research project that responds to the need of an organization. The proposal should also outline the human and financial resources needed for the implementation of the proposed model and measures of its success.

**Personal assessment of the experience:** in this section provide an assessment of the key learning milestones acquired on the internship experience, the challenges faced, and the possible impact of the experience on the student’s academic and professional career. Included in this section is a reflection on the internship experience, including the output of the internship (mentioned above), as it relates to development in Senegal.

*Suggested reading:*

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

**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.

**Evaluation and Grading Criteria**

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 presentation of insights and learning from the internship experience and academic scholarship and adherence to the highest ethical standards.

Assessment of the Internship

Discussion and reflection sessions:	10%
Two progress reports:	15%
Internship Performance:	30%
Oral presentation:	10%
Final paper:	35%

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

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

**Potential Internship Organizations:**

- Literacy and Human Rights organization (TOSTAN)
- International Migrations Organization (IOM)
- United Nations Organization for Women’s Empowerment (UNIFEM)
- United Nations Children’s Fund (UNICEF)
- CHILD FUND
- Reseau Africain pour le developpement Integre (RADI)
- RADDHO Rencontre Africaine pour la defense des droits de l’Homme (RADDHO)
- Goree INSTITUTE Gender, Peace & Security Program
- Ecole Nationale des Officiers D’Active (ENOA)
- United Nationa High Commision for Refugees (UNHCR)
- Croix Rouge Internationale
- Doctors Without Borders
- United Nations Development Program (UNDP)
- Musee Militaire des Armees Nationales Senegalaises