



Internship and Seminar

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad program:
South Africa: Social Justice and Activism

PLEASE NOTE: This syllabus represents a typical internship session. Sessions and assigned reading may change in content and sequencing depending on actual placements, issues arising and unique learning opportunities presented.

Course Description

The total duration of the internship and seminar is seven weeks. It consists of preparation sessions over two weeks prior to the start of the internship placement, five weeks internship placement at various Non-Governmental Organizations (NGOs) or other social movements and institutions working on social justice related issues in the Cape Town metropolitan area and ten hours of seminar sessions scheduled concurrently with the internship placement.

Students will have the opportunity to deepen knowledge of social justice and activism in South Africa complemented by immersive experiential learning, with guided weekly discussions, assignments and reflection. Students will gain an in-depth of understanding, analytical clarity, and cross-cultural sensitivity as they develop self-confidence and an understanding of field-based education. In addition, the internship enables students to gain valuable work experience and enhance their skills in an international work environment.

Students complete an internship and submit a paper in which they process their learning experience, the theory and practice of social justice and activism in South Africa more broadly. The paper will also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. A focus will be on linking internship learning with the key critical issues related to social justice promotion and practice.

Given SIT's existing strengths in experiential education, the internship will prioritize collaborative learning and engagement/relationships with host communities.

Learning Outcomes

By the end of the internship and seminar student should be able to:

- Demonstrate awareness of the ethics of internship in the context of South Africa
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate the output of the internship experience in the form of an oral presentation;
- Show understanding of the complexities of social justice promotion and activism in South Africa more broadly;
- Gain meaningful and practical work experience in the context of social justice in South Africa.

Language and Methods of Instruction

The Internship and Seminar comprises of 150 hours of internship and seminar over seven weeks, broken down as follows: Twenty (20) hours prior to the internship placement on preparatory sessions on the broader social, historical and political context of South Africa, expectations of and ethics of the internship; 120 hours (over five weeks) at the internship placement and; 10 hours on a seminar scheduled concurrently with the internship placement. The internship seminar, conducted in English, is taught by the SIT's Academic Director or Internship Coordinator assigned by SIT.

Course Schedule

Module I: Introduction, Positionality and Internship Ethics (Weeks 1 & 2 – prior to the Internship)

This module occurs over two weeks prior to the actual internship placement. Students will prepare for the internship by introducing them to the broader social, cultural and political context of South Africa. Students also discuss the ethics of the internship, work place norms in South Africa and expectations of the internship, including the final paper.

Seminar content will include:

1. Introduction – country context/history crash course/lectures/visit NGOs
2. Positionality and Internship Ethics/Awareness
 - a. Stereotypes and preconceptions about South Africa/Africa
 - b. Students' lens – how have you been taught to understand foreign places?
 - c. What are my motivations?
3. Introduction to work culture in South Africa; differences from the US
4. Introduction to Internship – visit and develop understanding of context and position in field/country
5. Goals and objectives of the internship

Once internship placements are confirmed, the students, together with the academic director will review objectives for the internship and discuss expectations, learning agreements, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

Assigned Reading

- Miner, Horace "Body Ritual Among the Nacirema". *American Anthropologist*, 1956, 58(3), 503-507
- Ritzer, George. (1983). "The McDonaldization of Society." *Journal of American Culture*, 6 (1), 100-107

- Levy, D. (2000). The shock of the strange, the shock of the familiar: Learning from study abroad. *Journal of the National Collegiate Honors Council*, 1(1). 75-83.
- Vinston Burton, Roger Winsor Society, Culture, and the South African Family. Pp. 5-33. 1993
- Frank, L. (1997). The Development Game, in M. Rahnema (Ed.) *The post-development reader* (p.263-273). London: Zed Books.
- Cape Town's major daily newspaper: The Cape Times.

Module II: The Internship Experience: Review and Reflection (Weeks 3-6)

This module occurs over the five weeks, concurrent with the internship placement. Students will keep an internship journal responding to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Two progress reports on their learning experience should be submitted at the sessions indicated below.

Week 3 – Cultural observations: *How is the work environment different from what you are used to? What are you learning about working collaboratively in this culture? How do you find yourself reacting to and adjusting to cultural practices that are different from what you are accustomed to? How does it feel to be a foreigner in this environment?* **First Progress Report submitted.**

- Weaver, Gary R. (2000) *Culture, Communication and Conflict: Readings in Intercultural Relations* 3rd ed. London: Pearson. Chapter 3: “Understanding and coping with cross cultural adjustment stress.”
- Kohls, Robert. “The Values Americans Live By.” www.claremontmckenna.edu/math/alee/extra/American_values.html (accessed 24 November 2010).
- Marx, Elisabeth. (1999). “The Culture Shock Triangle.” *Breaking Through Culture Shock: What You Need to Succeed in International Business* (pp. 3-18). London, England: Nicholas Brealey Publishing. ISBN: 978-1857882216.

Week 4 –The Theory of Practice: Digging Deeper:

What theoretical underpinning influence or appear to influence the work of your internship organization? What factors hinder or support the organization's efforts to contribute to positive social justice outcomes in South Africa? How has the experience at your internship challenged or affirmed your thoughts about and commitment to social justice more broadly and in tropical settings such as South Africa.

Assigned Reading:

- De Wet, J (2012). Friends, Enemies or “Frienemies”: Development and Civil Society Organisations Relations with the State in a Democratic South Africa. *Working Papers in Development Sociology and Social Anthropology*, No. 370
- Salazar, N. (2004). Developmental tourists vs. development tourism: A case study. In A. Raj (Ed.). *Tourist behaviour: A psychological perspective* (p. 85-107). New Delhi: Kanishka Publishers.
- Marc Epprecht (2004) *Work-Study Abroad Courses in International Development Studies: Some Ethical and Pedagogical Issues*. *Canadian Journal Of Development Studies / Revue Canadienne D'études Du Développement* Vol. 25 , Iss. 4

Week 5 – Learning Goals, Skills and Experience

What has supported or hindered achievement of your internship learning goals? Are you learning something important you didn't anticipate and would like to add to your learning goals at this time? What insights into this field have you gained through your internship? What skills are most valuable for this work and how have you improved these skills? How do you see this experience preparing you for future opportunities?

- Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning* (4th Edition). Belmont, CA: Brooks/Cole. Chapters 3, 9 & 12)

Week 6: Gender, Race, Class and Social Justice Outcomes

What insights have you obtained regarding the influence of gender, race and class on social justice outcomes? How do class vary by race and residence and how do these in turn affect access to social justice activism in South Africa? **Second Progress report submitted**

- Kapoor, I. (2004). Hyper-self-reflexive development? Spivak on representing the Third World 'Other'. *Third World Quarterly*, 25(4): 627-647
- Hall, Stuart (1992). 'The West and the Rest: Discourse and Power in Hall, S. & Giebens, B. (Eds.) *Formations of Modernity*. Cambridge and Oxford. Polity Press and Blackwell: 185-227.

Module III: Processing and Maximizing the Internship Experience (Week 7)

This module focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally.

Week 7 – Talking About the Internship Experience

This session allows students to reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of working in a diverse and challenging environment, and may change the student's perspective of life projects or professional goals. The module 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.

Additional seminar content will include:

1. Processing the End of the Internship Experience
2. Closure with Colleagues and Supervisors
3. Articulating the Experience and Setting Plans for the Future

This final portion occurs in the final days of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other work settings, opportunities for professional growth, and how to make optimal use of the internship experience.

4. How to Include Your Internship on Your Résumé
5. Next Steps

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

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 quality, academic scholarship, and adherence to the highest ethical standards.

Description of Assignments

Internship and Seminar Participation and Performance

Discussion and reflection sessions take place on a weekly basis. Students are expected to share their personal experience in the internship and reflect on the professional learning process. These discussion and reflection sessions are key elements in the process of the learning experience and the student's professional achievements within the host organization.

In addition, the internship supervisor, advisor, or the AD will submit an evaluation that assesses the student's internship experience, overall professional achievements, and self-growth.

Progress Reports

The progress reports should document the progress of the student's professional and personal learning on the job. Students document aspects of the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the course of their internship experience, after weeks three and six of the internship and seminar.

Internship Presentation

In the presentation, you should provide a succinct and clear description of the internship experience, a brief history of the organization where you interned, and the work undertaken. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

Internship Paper

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 a number of 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.

Assessment of the Internship

Internship Paper	35%
Internship Presentation	10%
Internship and Seminar performance	35%

Progress reports 20%

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

Expectations and Policies

- Show up prepared, on time, and appropriately dressed for your internship. Comply with organization rules.
- Have work journal and progress report assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions when in the field/office. Engage yourself in everyday life of the organization and initiate interaction.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your internship supervisor and colleagues, classmates, lecturers, local constituents engaged with onsite 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.

Please refer to the SIT Study Abroad Student 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 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>.