

## Internship & Seminar ITRN-3000 (4 credits)

### Argentina: Social Movements and Human Rights

*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 Description

This seminar support an internship experience with a local community organization, research organization, business, government agency, or international NGO. The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to the core program themes. Student will be informed of the types of internships available and the placement process early in the semester. SIT will use its extensive network to facilitate an internship placement for the student. A selection and admission process will be required for the organization. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's Academic Director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, the student will need to take responsibility for making optimal use of resources available at the organization and to be proactive in engaging with local experts to achieve internship objectives.

Weekly reflection and assessment classes are held with the Academic Director or internship coordinator to review the progress of the internship, learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture, and ethics in the context of the internship. The student will be required to submit a final paper in which they process their learning experience on the internship, analyze an issue important to the organization, and apply what they are learning at the internship site to the core themes of the program. The student will also do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT program theme and its Critical Global Issue focus.

#### Learning Outcomes

The Internship and Seminar course comprises 185 hours of internship, briefings, in-class instruction and reflection, preparation of final assignments, interactive learning, and research activities. Upon completion of the course, students will be able to:

- *Demonstrate* awareness of the ethics involved in doing an internship in the context of Argentina;
- *Describe, analyze, and synthesize* their learning experience in the internship in the form of an internship paper;
- *Articulate* new learning from the internship experience in the form of an oral presentation;
- *Show understanding* of the struggles of social movements in the local agenda of human rights;
- *Assess* the challenges faced in the fields of social movements and human rights in the context of Argentina;
- *Gain* meaningful and practical experience in their chosen field.

### **Language of Instruction**

This course is taught in Spanish. The student will be exposed to vocabulary related to the internship through a wide range of venues prior to the start of the internship.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.]

### **Required Texts**

Internship Handbook. SIT- Fundación World Learning Argentina.

### **Assignments and Evaluation**

#### Assignment Descriptions and Grading Criteria

##### 1) Discussion and Reflection Sessions (10%)

Discussion and reflection sessions take place on a biweekly basis. The student is expected to discuss experiences in the virtual internship, reflect on the professional learning process, and respond to any prompts assigned by the internship instructor. These discussion and reflection

sessions are key elements for personal, academic, and professional development during the virtual internship.

#### 2) Progress Reports and assignments (10%)

The progress report should document the student's progress toward achieving their learning objectives during the internship. The student also documents the challenges they face and how they try to deal with those challenges. The student submits one progress reports in the course of their internship experience.

#### 3) Internship Performance (35%)

This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth. In this evaluation it will be taken into account the evaluation done by the organization.

#### 4) Oral presentation (10%)

In the presentation, the student should provide a succinct and clear description of the virtual internship experience, a brief history of the organization where you interned, the activities undertaken, and key insights gained that are related to the core program themes. The student should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

#### 5) Final paper (35%)

Students are expected to submit a 12–15-page 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 activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that connects learning at the internship to the broader themes of the semester program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance. The student should review the rubrics that will be taken into account in this evaluation.

### Assessment

Discussion and Reflection Sessions - 10%

Progress Reports and assignments - 10%

Internship Performance - 35%

Oral presentation - 10%

Final 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.

Example: 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, Canvas. 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.

### **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*

Due to the nature of this course -the support of the internship experience- each week students and the Academic Director and or Internship Coordinator will gather to reflect and discuss about different aspects and challenges of the internship experience and the production of their report. These sessions will be also opportunities to draw out broader issues related to program themes, positionality, culture, and ethics in the context of the internship. Content may vary depending on students' needs.

### **Module 1: The Internship Experience: Review and Reflection**

This module occurs while student is fully participating in their internship. Critical and guided reflection will play a key role in student development and learning during the interns.

#### **Session 1: Observation and Organizational culture**

The student will be asked to bring to the class their first entry to the work journal. This entry will allow the analysis of different ways of registering the activities. In class we will bring upon the learnings done during RME about work culture. We will analyze different situations that might be a challenge in adapting to the new work environment.

##### Readings:

Enos Brown, Richard (2010) "La administración de empleados internacionales: ¿cómo superar el choque cultural en una empresa multinacional?" *Ciencias Económicas* 28-No. 1: 2010 / 205-215

Sweitzer, 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 (select chapters)

##### Recommended Readings:

CEDEPO (Centro Ecuménico de Educación Popular). "¿Cómo hacer un análisis de coyuntura?" *Cuadernos de Educación Popular* N° 2. Pp. 2/10. Buenos Aires. s/f.

Fuentes, P. (2001). *El Diagnóstico social. Proceso de conocimiento e intervención profesional*. "Lo que el viento no se llevó. El registro de campo y su importancia en el proceso de intervención profesional del Trabajo Social". Buenos Aires. Espacio Editorial.

#### **Session 2: Describing the organization and defining a study focus**

The student will be required to bring a first description of the organization, following the Rubrics of final report "Contextualization and Organizational Profile".

##### Readings:

Sirvent, T. and Rigal, L. "La investigación acción participativa como un modo de hacer ciencia de lo social" en *Revista Decisio*. Mayo 2014. Pps. 7-12 Available on:

[http://www.crefal.edu.mx/decisio/images/pdf/decisio\\_38/decisio38\\_saber2.pdf](http://www.crefal.edu.mx/decisio/images/pdf/decisio_38/decisio38_saber2.pdf)

Travi, Bibiana (2003) "La investigación diagnóstica en Trabajo Social: la construcción de problemas a partir de la demanda de intervención profesional". En: Escalada, Soto,

Fuentes y otros. El diagnóstico social. Proceso de conocimiento e Intervención Profesional. Buenos Aires: Espacio Editorial. Pp. 93 a 109.

## **Module 2: Internship Final Paper and Presentation Design and Content**

This module focuses on the design and mechanics of the internship final paper. The module reviews the final paper's structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired work experience.

### **Session 3: Learnings and progress report**

In this session the student will be required to present the main learnings done at the organization and to review the objectives of the internship. Following the Internship Handbook, students will write and bring to this session their progress report to share.

## **Module 3: Processing and Maximizing the Internship Experience**

The final module occurs toward the end or after the internship and focuses on ways of processing and articulating the internship as well as equipping the student with practical tips and strategies for making the most of the experience personally, academically, and professionally. The module discusses ways of acknowledging both the successes and failures of the internship and setting realistic goals for the future.

### **Session 4:**

The student will reflect on the internship experience and process the learning that occurred during this period. The internship may have been a different experience than expected, may challenge the student's expectations of interning in a diverse and challenging environment, and may change the student's perspective of life projects or professional goals.