

INTERNATIONAL DEVELOPMENT INTERNSHIP PROGRAM
INIP 4020-01 6:00pm- 7:45 pm
Spring 2017

INSTRUCTOR: Dr. Meenakshi Rishi
OFFICE HOURS: By Appointment
OFFICE LOCATION: Pigott 518
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COLLEGE MISSION STATEMENT

Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethical and socially responsible leadership

COURSE DESCRIPTION:

This seminar will emphasize the themes of integration, advocacy, and economic analysis into a larger reality. Students will be encouraged to examine, reflect and discuss their internship in relation to their own personal experiences.

Speakers will visit the class from time to time.

Much of the course will revolve around developing a final Capstone Project which builds upon students' academic research from the fall quarter as well as their fieldnotes, observations, and reflections from their internships during the winter quarter. Students will read and comment upon each other's blog posts from the winter quarter, and will work together as they each produce a final Capstone Project which synthesizes their experience, explores the root causes of a given social issue, and points towards options for future advocacy. Students will present their final Capstone Projects to each other in class at the end of the quarter, and will also post them on the Omprakash EdGE platform to share with other members of the Omprakash network, including future Seattle U students.

Prerequisites: INIP4000 and INIP4010.

Course Objectives:

1. Explore the problematic features of the re-entry process.
2. Reflect on the internship experience
3. Develop knowledge of advocacy vocabulary, concepts, and strategies.
4. Discuss students' international projects from the perspective of non-government organizations (NGOs) country goals and students' findings and assessment.
5. Demonstrate critical thinking and analytical skills through the process of writing and presenting final Capstone Projects which synthesize academic research, personal experience, and plans for advocacy.

TENTATIVE COURSE OUTLINE:

This schedule is subject to change depending on the availability of time for each topic. New and relevant readings will be added on Canvas every week.

Week 1 (03/28): Re-treat & Re-entry

Re-entry is the “experience of facing previously familiar surroundings after living in a different environment for a significant period of time. Re-entry has been described as:

1. The final stage of a cycle of a process.
2. An acute life transition.
3. A time of re-discovery.
4. Reverse culture shock.

During this first class meeting, students will sign up to ‘tell their story’ in either Week 2 or Week 3. Students will also sign up to read and comment upon the blog posts of at least one classmate prior to that classmate’s storytelling in Week 2 or 3.

Weeks 2&3 (04/04 & 4/11): Storytelling and Capstone Development

The returnee needs to reflect on his/her story in an organized fashion. The story should be told in a holistic manner and not just the description of incidents. Telling one’s story also involves having the story heard by others who will listen and respond accordingly. Attention needs to be given to how the story is received and honored.

Guidelines for telling one’s story: The setting for telling one’ story will be carried out in an atmosphere that allows each student’s story to be heard in a respectful and caring manner and also honors the re-entry process. Each student should bring some pictures or brochures or symbols of your country and internship experience if possible.

Students will be invited to share their blogs and/or discuss any of the comments they received about their blogs. As students describe their personal experiences, they will also be expected to discuss the core question or issue that they are exploring as part of the ongoing research and reflection that will ultimately become their Capstone Project.

Week 4 (04/18): Guest Speaker:

Week 5 (04/25): Local Issue Research

Students will come to class ready to discuss a local dimension of the issue they have been researching. For example, a student whose international internship focused on housing access might research and present upon homelessness in Seattle.

Week 6 (05/06): Student Presentations: Peer to peer feedback.

Students will pair up in class and share their developing Capstone Projects. They will brainstorm about how best to connect academic research, personal experience abroad, and local advocacy.

Week 7 (05/09): Peer to Peer feedback continued

Week 8 (05/16): Evaluating your NGO – In class discussion

Week 9 (05/23): Written Reports on NGO project due!
Class Presentations of Capstone Projects

Week 10 (05/30): Class Presentations of Capstone Projects

Communication:

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

Classroom Etiquette:

Cell Phones must be turned off in class. **No texting** is permitted. **Laptops are not allowed in class unless medically mandated.** Students using the laptop for medical reasons will be seated in a manner that does not create any distractions for others. If you must come late, please arrive with minimal fuss. **If you are not going to be in class please let the instructor know beforehand via e-mail.**

GRADING:

Written NGO Report	40
In class presentation	40
Participation and Attendance	20
TOTAL	100

Letter grades will be assigned on the following scale

95-100	A	70-74	C+
90-94	A-	65-69	C
85-89	B+	61-64	C-
80-84	B	50-60	D
75-79	B-	0-49	F

If you have or think you may have a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange special support services and/or accommodations through Disabilities Staff in the Seattle University Learning Center (tel. 206-296-5740).

Academic Honesty:

Seattle University asserts that academic honesty and integrity are important values in the educational process. Please familiarize yourself with SU’s Academic Integrity Policy as I will religiously enforce the same. Typical examples of prohibited conduct include plagiarism, cheating, and academic fraud among others.

NGO PROJECT WRITTEN REPORT

Student's Name: _____

Name of Project: _____

The written report should contain the following information:

1. Description of the project: The project should be described as to the goal, objectives and declared development outcomes. Be informative:

Partially	Average	Good	Excellent
2	4	6	8

2. What was your role in relation to the project? Be specific:

Partially	Average	Good	Excellent
2	4	6	8

3. What problems did you encounter with your project both professionally and personally?

Partially	Average	Good	Excellent
2	4	6	8

4. Describe and discuss any social justice issues pertaining to your project?

Partially	Average	Good	Excellent
2	4	6	8

5. Describe and discuss personal learning issues related to your project work?

Partially	Average	Good	Excellent
2	4	6	8

Evaluation of Research Presentation

	1	2	3	4	5
1.Provides written outline of presentation on the OmPrakash Website. Was clearly and effectively organized					
2. Presents Original/NGO Research Question?					
3. New learning at the NGO-Evidence of background reading and research					
4. Summarize research project – Beginning, middle and end.					
5.Displays eye contact with audience					
6.Displays vocal animation, inflection and enthusiasm					
7.Visuals and data were appropriately selected Supporting materials were provided that were appropriate & consistent with the presentation					
8. Effectively answers questions					

- 5: Meets all expectations and exceeds some for engagement and exploration
- 4: Meets all expectations for engagement and exploration
- 3: Meets most expectations for engagement and exploration
- 2: Meets some expectations for engagement and exploration
- 1: Does not meet any expectations for length, engagement and exploration