

Conrad Grebel University College
University of Waterloo
PACS 390: Internship
Winter – Fall 2021

Instructor: Ndagire Brendah, PACS Internship Instructor

Office Hours: Monday-Friday, 8:30 am - 4:30pm, appointment preferred

Office Location: CGR 2103B

Phone: 519-885-0220 x24269

Email: bndagire@uwaterloo.ca

Undergraduate Calendar Course Description

An internship allows students to engage in an experiential learning with a conflict transformation, peace-building and sustainable development organization within a Canadian or international context. The course integrates theory, practice, and reflection while facilitating the development of attitudes, strategies, skills, and knowledge that support work in a Peace and Conflict Studies-related setting. Students will independently identify an appropriate placement, read relevant PACS texts, submit a proposal, and write journals reflecting on what the internship reveals about peace, conflict, relational and community transformation.

Note: Additional costs should be expected and department consent is required.

Recommended Prerequisite: 200 level PACS core courses and at least three 300 level courses.

Suitable: For students in their 3rd and 4th year.

Learning Objectives

The Internship course helps to integrate theory and practice, while facilitating the development of attitudes, strategies, skills and information that undergird work in a PACS-related setting. In this course, you will:

- sharpen your professional skills,
- demonstrate the ability to use the knowledge gained from your academic PACS program,
- understand the connection between classroom theory and professional practice,
- develop reflectional practice through writing journals relevant to future planning, monitoring and evaluation of peacebuilding and sustainable development projects,
- explore career possibilities to expand your horizons and/or discover future career goals/purpose,
- expand your critical evaluative and intellectual skills, and
- Immerse yourself in the work environment of another culture or context to aid your growth.

Finding an Internship Placement

If you are interested in pursuing a PACS 390 Internship credit, you should be in touch with the PACS department early. This allows the department to help you look for placements and plan your academic progression accordingly. Once you have indicated your interest, you can start thinking about and talking with the PACS Academic Advisor, Ndagire Brendah, about what your goals are and what kind of placements you are interested in completing.

Placement criteria

Finding an internship placement is similar to a normal job search process. However, the primary goal is to find a placement that provides a great learning opportunity related to your academic and career goals. The clearer you are about what you want to do, the more valuable you will be to the organization and the more you will learn what you want to.

Placements can be in international or domestic locations, and **completed either full-time or part-time**. In keeping with the various emphases of the overall PACS program, placements should be related to one of the following three primary interest areas:

1. Community mediation programs and programs in local conflict resolution and negotiation;
2. Agencies promoting justice, development, and peace either locally and/or internationally; and
3. Organizations involved in international issues of war and peace, disarmament, and negotiation.

Required placement length

Placements can be in international or domestic locations, and completed either full-time or part-time. An appropriate placement normally involves approximately four months with **at least 40 full-time working days** (300 hours) with the host agency.

Determining what placement is right for you

The PACS Academic Advisor is the instructor for this course is available to support you during the entire internship process, including the initial search period. It is also recommended that you visit the "Find your placement" page on the PACS website for some helpful reflection questions and resources as you begin your search process.

Placement Proposal (20%)

Requirements

Once accepted by a host agency for a placement, you will prepare a proposal to be submitted to the PACS Administrative Group, through the PACS Academic Advisor, for review and approval. The proposal must include the following:

1. A short description of the host agency including the location, a description of the work they are doing, key issues they focus on, how long they have been operating, and any other relevant information about the host.
2. A brief description of what you expect to contribute to the agency. Include a copy of the job description they have given you, or written confirmation of the kind of work you will

be doing. Briefly explain what experience and training you have to fulfil those requirements.

3. Comment on how this placement will contribute to your PACS studies. If applicable, make connections to specific PACS classes you have taken, as well as to any relevant PACS Approved courses.
4. A list of your anticipated learning outcomes and an explanation of how these apply to your long term goals.
5. A plan for your living situation (international setting).
6. An outline of the costs that will be involved. The PACS department has limited funding available to support students completing internships. To be eligible for this funding, you must include a budget outlining the costs you expect to incur during your placement to demonstrate financial need.
7. List a preliminary bibliography of materials (books, websites, journal articles) you will read that will help you prepare for this experience. You should identify at least 10 sources.
 - No more than two sources can be from a previous course syllabus.
 - Two of your sources must address colonization, decolonization and white supremacy in the context you are preparing to work in.
8. Include a copy of your acceptance letter from the host agency confirming your participation as an intern with their organization.

Submit your proposal and related documents to the PACS Academic Advisor two months before the start of the term your placement will take place. For more details or to inquire about submitting less than two months in advance, please be in touch with the PACS Internship Instructor.

Preparing for International Placements

For any international placements, you must complete a Risk Management plan to ensure their safety abroad. You should consult the Government of Canada's Travel Advisories (<https://travel.gc.ca/travelling/advisories>) to see any relevant safety information for your destination country. The University of Waterloo will not approve travel requests for countries with an advisory of "avoid non-essential travel" or "avoid all travel." Some destinations with an advisory of "exercise a high degree of caution" may require additional risk management planning.

You will also be required to complete the Waterloo International Pre-Departure Orientation course on Learn prior to your departure. The PACS Internship Instructor will enroll you in this course once your proposal is approved.

Reflective Learning Journal (70%)

The Reflective Learning Journal will make up the majority of your grade in PACS 390.

Why keep a Learning Journal?

Keeping a journal helps you to "teach yourself" by reflecting on your daily experiences. While your host organization has made a commitment to providing you with a learning opportunity, the people with whom you will work will prioritize meeting the goals of their organization more than supporting you with your learning goals. In fact, you would not have an authentic learning opportunity if it were otherwise.

A learning journal involves regularly recording your experiences, observations, and insights. It provides you with an opportunity to "make personal sense" of your journey, while also connecting this journey to aspects of your academic knowledge of Peace and Conflict Studies (PACS) themes and issues. It can also involve;

1. Reading books or articles that help to build an understanding of the cultural and geographic location you are working in,
2. Exploring the theory or concepts that inform practices associated with your work placement, and/or,
3. Analyzing items that provide context to the culture or organization with which you are working.

While extra reading is not required, an effort to do extra relevant reading will enhance your experience as well as enrich your reflections. You are strongly encouraged to incorporate the sources you included in your proposal bibliography.

Required Components of the Learning Journal

The following elements should be included in your reflective learning journal submission.

Title page

Your title page should include the following elements:

- Name and student ID number
- Placement location and organization
- Dates of your internship placement (beginning date to end date)
- Term and year in which you are submitting your work (e.g. Winter 2022)

Summary and introduction

This section should be 2-4 pages of summary of your experience that includes:

- Brief description of location and organization
- Short description of your work including key activities or achievements
- Short description of your living accommodations (this is for placements where your "work" involved living in an unfamiliar setting)
- Key learnings
- Key challenges

Main journal entries

Your journal should include at least 12 different journal entries, 2-3 pages each (double-spaced). These can include photos or other materials that enhance your reflections. (Note that hand written journals should be about 1000-1500 words per entry.) Elements of your entries might include:

- Date of entry
- Brief description of your main activities in the time period

- Comments about the major achievements or challenges in terms of projects, tasks, or people in the period you are discussing
- Reflections on how you see your experience relating to peace and conflict theory – e.g., is there a particular PACS course that you remember because of your current context?
- Reflections on how you see growth in your understanding or experience
- Thoughts about how an article or book you have read or are reading impacts your experience or helps you to see it differently or more deeply

Think about your entries totaling 25-30 pages (or more, if you wish). If the above outline does not suit your learning goals for the body of your journal, feel free to discuss alternatives with the PACS Internship Instructor. Be sure to do this before you complete too many entries though. The goal of the outline above is that you develop a system for reflection that makes the most of this learning opportunity.

If you are doing significant research work for your placement, some of that can be included in this section if the organization for which you work agrees.

Conclusion/Internship report

At the end of your journal, include a conclusion of 1-3 pages that details the significant aspects of your experience and what you take away from it. For example, you can write about:

- Did you experience any changes in your perspectives over the time of your work? Why or why not?
- If you faced some deep challenges, how did you overcome them and what have you learned from them?

Bibliography and Footnotes

If you refer to other writings, course material, presentations, video or other materials, you should credit your sources. At the end of the day, your journal is still an academic submission and should follow standard Academic Integrity policy and guidelines around citations. You can use Chicago or APA citation style.

Appendices (optional)

For your own records, you may also want to add appendices that include:

- Your original proposal for the course
- Materials from your organization that you used for orientation or which describe your context or work in a meaningful way to you
- Projects or items you created in your placement you would like to keep
- YouTube video clip links, photos, newspaper articles, and websites that provided you with useful information

Participation Requirements (10%)

One of the learning objectives for the course is to help you “sharpen professional skills.” Strong communication, punctuality, and the professional quality with which you engage with the internship experience and the PACS Internship Instructor, help to achieve this objective. This is an evaluation category where you can easily excel and do well.

Your participation grade in PACS 390 will be based on the following:

- Ability to meet submission deadlines
- Regular engagement with the PACS Internship Instructor
- Quality of debrief meetings and depth of insight generated

Evaluations

Assignment	Weighting	Due Date
Proposal	20%	Two months before start of term
Reflective Learning Journal	70%	One month after placement concludes
Participation	10%	Determined after final debrief meeting

Late Submission Policy

Due dates will be established at the beginning of your placement. Once set, your assignment will be due at that time. Assignments submitted late will receive a 5% deduction for the first day (24 hours) and an additional 2% deduction per week day for additional days late.

Please be in touch with the PACS Internship Instructor at least 24 hours prior to a due date if you have a legitimate reason for requesting more time. I am happy to give extensions when needed, but these must be requested in advance of the due date.

Assignment Submission

Your proposal and reflective learning journal can both be submitted via email to the address included at the top of this syllabus. Submissions should be sent from your @uwaterloo.ca email address.

Printed submissions of your reflective learning journal are welcome. Some students choose to submit these in scrapbook form or include photos, which is welcome.

If printed, please indicate if a) you want the copy returned to you b) if you would prefer it not be marked on during assessment.

Required Readings

Most of the books below are critical to peace and conflict studies. Required readings include *The Art of Crossing Cultures* and *Peacebuilding and the Rights of Indigenous Peoples*, in addition to two books of your choice relevant to your placement.

Corbett, Steve., and Brian. Fikkert. 2009. *When Helping Hurts : How to Alleviate Poverty Without Hurting the Poor-- and Yourself* Chicago, IL: Moody Publishers.

Emkic, Eleonora. 2018. *Reconciliation and Education in Bosnia and Herzegovina: From Segregation to Sustainable Peace*. Vol. 13. Cham: Springer International Publishing

Hamber, Brandon, and Elizabeth Gallagher. 2015. *Psychosocial Perspectives on Peacebuilding* Cham: Springer.

Hellmüller, Sara, and Martina Santschi. 2014. *Is Local Beautiful?: Peacebuilding Between*

International Interventions and Locally Led Initiatives Cham: Springer.

Maiharoa, Kelli Te, John P Synott, and Heather Devere. 2016. *Peacebuilding and the Rights of Indigenous Peoples*. Vol. 9. Springer.

McNamee, Terence, and Monde Muyangwa. 2021. *The State of Peacebuilding in Africa*. Springer Nature.

Tønnessen, LIV ; Tripp. 2021. *Women & Peacebuilding in Africa / Edited by Affi, Ladan*. Martlesham: James Currey.

Sacipa-Rodriguez, Stella., and Maritza. Montero. 2014. *Psychosocial Approaches to Peace-Building in Colombia*. 1st ed. 2014. Cham: Springer International Publishing.

Storti, Craig. 2007. *The Art of Crossing Cultures* 2nd ed. Boston, MA: Intercultural Press

Additional Recommended Readings

Most of the sources below are geared at international or cross cultural experiences. Take a look and find something that might be relevant to prepare for your placement.

Achebe, Chinua, *Things Fall Apart*. Heineman, 1958

Things Fall Apart is a 1958 English-language novel by Nigerian author, Chinua Achebe. It is a staple book in schools throughout Africa and widely read and studied in English speaking countries around the world. It is seen as the archetypal modern African novel in English, and one of the first African novels written in English to receive global critical acclaim. The novel concerns the life of a Nigerian community and the influences of British colonialism and Christian missionaries on that community during an unspecified time in the late 1800s or early 1900s. It is an important book to read in order to get a sense of the colonial legacy that is part of our world history.

Austin, Clyde N, *Cross-Cultural Re-entry: A Book of Readings*. Abilene Christian University Press, June 1986

Cross-Culture Re-entry is a great collection of studies, personal accounts and research about the effects of returning to your host culture from living in a foreign culture. Cross-Culture Re-entry has numerous creative recommendations for individuals and companies to plan for, maintain and re-culturate people as they transition through the maze of crossing cultures. It has great cross-culture stories of various individuals and their families letting you know that you are not alone in your re-entry process.

Chambers, Robert, *Rural Development: Putting the last first*. Longmans, 1983

Rural poverty is often unseen or misperceived by outsiders. Chambers contends that researchers, scientists, administrators and field-workers rarely appreciate the richness and validity of rural people's knowledge or the hidden nature of rural poverty. This is a challenging book for all concerned with rural development, as practitioners, academics, students or researchers.

Clift, Elayne (Ed.), *But Do They Have Field Experience!* Kumarian, 1993

A lively, sensitive, and vivid anthology comprised of stories, letters, journal entries, poetry, and original artwork depicting real-life drama in the far corners of the world. An important contribution for anyone interested in international development and development education, and a great read for just about everyone.

Eller, Jack David, *Violence and Culture: A Cross-Cultural and Interdisciplinary Approach*. Thomson Nelson, 2005

This book focuses on violence as a modern and international cultural problem. It uniquely combines comprehensive theoretical discussion with rich empirical description and analysis in a global approach.

Hess, J. Daniel. *The Whole World Guide to Cultural Learning*, Intercultural Press, 2006

In order to function effectively in another culture it is essential to understand its values and its patterns of behaving, thinking and communicating. And the best way to learn is to immerse oneself through experience. Here is a text that helps students pursue culture learning with increased effectiveness.

Hofstede, Gert Jan, Paul B. Pedersen, Geert Hofstede, *Exploring Culture: Exercises, Stories, and Synthetic Cultures*, Intercultural Press, 2002

Exploring Culture is a book of extremes, which is exactly what makes it useful to readers. The authors have taken Geert Hofstede's original five cross-cultural dimensions - groups of characteristics across which most cultures can be compared and contrasted - and placed them in a framework that makes them easier to understand and remember. It provides a variety of tools which are helpful in understanding another culture.

Kiser, Pamela Myers, *The Human Services Internship: Getting The Most From Your Experience*. Wadsworth Publishing Company, 2007

This manual features a helpful six-step model that guides you through careful observation, identification and application of relevant knowledge, reflection on personal reactions, identification of dissonance, articulating learning from the experience, and planning for the next step in your work and learning. With exercises and activities designed to get you thinking reflectively about your day-to-day internship experiences right from the start, Kiser offers you the tools you need to analyze and apply the lessons you've learned to your future career. Chapters focused on ethics, diversity, communication skills, stress management, and other important topics will help you to integrate your classroom knowledge with your experiences in the field.

Kohls, L. Robert. *Survival Kit for Overseas Living for Americans Planning to Live and Work Abroad*. Intercultural Press, 1996

Offers North Americans planning to live or work abroad tips and skills to getting along in a foreign country. Shows how to explore the mysteries of culture, avoid stereotypes, and other pitfalls.

Luce, Louise Fuber & Elise C Smith (Eds). *Toward Internationalism: Readings in Cross-Cultural Communication*. Newbury House Publishing 1987

The major components of cross-cultural communication are treated in this collection of essays. The articles illustrate the influence which a society's values, role expectations, perception, nonverbal patterns and language behavior bring to bear on the international cross-cultural encounter.

Menzel, Peter, *Material World*. Sierra Club Books, 1995

In honor of the United Nations-sponsored International Year of the Family in 1994, award-winning photojournalist Peter Menzel brought together 16 of the world's leading photographers to create a visual portrait of life in 30 nations. *Material World* tackles its wide subject by zooming in, allowing one household to represent an entire nation. Photographers spent one week living with a "statistically average" family in each country, learning about their work, their attitudes toward their possessions, and their hopes for the future. Then a "big picture" shot of the family was taken outside the dwelling, surrounded by all their (many or few) material goods. This book offers an excellent visual perspective on the distribution of wealth and culture around the world. (Menzel has other interesting books along the same topics that would be good to look at.)

Milnes, Joan, *Field Work Savvy*. Pleasant World, 2003

Field Work Savvy is a reader-friendly guide that walks students of all ages through the steps of searching and applying for internship opportunities - resume writing, portfolio creation, interviewing, developing measurable goals, establishing the learning contract, best practices in the field, reflection, acquiring letters of recommendation, and bringing closure to field work. Sprinkled throughout are tips containing advice from experienced students, wisdom from veteran site supervisors, and guidance from field work professionals.

Sweitzer, H. Frederick and Mary A. King, *The Successful Internship*. Thomson Brooks/Cole, 2004

Sweitzer and King address concerns, emotions, needs, and unique personal challenges that are the essence of an internship or field experience. They describe in detail the path of change students will find themselves embarking on and the challenges they will face along the way, and they provide clear, concrete tools that build the foundation for students' successful field/practicum experience. The book's five-stage model of the internship process - anticipation, disillusionment, confrontation, competence, and culmination - places the material in a meaningful framework that lends structure to students' understanding of the work they will be doing.

Turnbull, Colin, *The Mountain People*. Simon & Schuster, 1972

Turnbull describes the dehumanisation of the Ik, African tribesmen who in less than three generations have deteriorated from being once-prosperous hunters to scattered bands of hostile, starving people whose only goal is individual survival. One of the most riveting and reflective anthropological studies of one possible future global scenario: chaos.

UWaterloo Policies

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

Appeals

A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

NOTE: If completing a placement outside of Waterloo Region, students are encouraged to research which traditional territory they will be visiting.

Other sources of information for students

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Note for students with learning differences

The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Counselling Services

Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre

Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre