Course Coordinator: Jess Bendit

Email: jbendit@college.ucla.edu

Office hours: See [TA website](http://www.uei.ucla.edu/community-learning/internship-courses/#appointment-scheduling) and schedule through MyUCLA appointments

 \*You must use the appointment scheduler

Faculty of Record: Christopher Kelty, Ph.D.

Email: ckelty@ucla.edu

Office hours: By appointment

**Course Description**

Developed in collaboration with the UCLA Center for Community Learning, Society and Genetics 195CE provides an internship experience designed especially for Human Biology and Society majors, but the course is open to all majors. The aim is practical application – through advocacy, service, policy review, and/or research – of the ideas encountered by students in our major program. Ideally this internship is also a venue to link students’ interests in our major program with potential future career pathways and mentors.

Our community-based internships attempt to generate opportunities relevant to each of the specialization areas of our major program: Bioethics and Public Science Policy; Evolutionary Biology, Culture and Behavior; Historical and Social Studies of Science; Medicine and Public Health; and Population Genetics. Students may choose to enroll in any SOC GEN 195CE internship, regardless of whether or not it addresses their declared major specialization area. On completion of two consecutive quarters (an option) in the same internship position, students will have satisfied our major program’s internship requirement and will also receive credit for one of our major’s upper division elective course requirements in the specialization category of the student’s choice. Specifically, the first quarter of SOC GEN 195CE enrollment satisfies our major’s internship requirement, and the second quarter is applied toward our major’s elective course requirements. Note: SOC GEN 195CE, when credited as an elective course, will also satisfy our major’s requirement that one of your electives be in Society and Genetics.

Students will discuss with the Internship Coordinator a series of companion reading assignments that examine the issues related to internship duties, and craft a final paper topic that will link internship-related concepts with their personal experience in the workplace.

**Enrollment**

In order to enroll in SOC GEN 195CE, students must have at least a 3.0 GPA and complete a course contract. Follow the steps outlined in the enrollment procedure document given to you during your intake appointment with the Coordinator. You must complete your intake appointment before you fill out the course contract. You will only be enrolled in the class after you submit a course contract signed by your internship supervisor. As part of the enrollment process, you also must sign and turn in a Liability Waiver given to you during your intake appointment, and a copy of the offer letter from your internship site.

**Student Learning Outcomes**

Students enrolled in this independent study course will have the opportunity to:

* Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and concepts drawn from interdisciplinary readings on topics of “nature” and “society.”
* Apply academic knowledge and critical thinking skills to address situations and challenges that arise in work environments;
* Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
* Explore how off-campus work experience contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices.

**Course Requirements**

1. Submit internship contact info to your coordinator via email **by the end of week 2**
2. A signed timesheet indicating a minimum of 80 hours by **Friday of Week 10**.
3. 6 Weekly Written Assignments
4. Three one-on-one meetings and a group meeting (intake meeting is not graded)
5. Final Research Paper: 50% total grade broken down as follows:
	1. Proposal and annotated sources (Week 4)
	2. First draft (Week 6)
	3. Final draft (Week 10)

**Grade Breakdown**

**Final grade breakdown**

Meetings with coordinator: 4 @ 5 pts each = 20 pts

Weekly Assignments: 6 @ 5 pts each = 30 pts

*Final Paper*

Proposal and Sources: 1 @ 5 pts = 5 pts

First Draft: 1 @ 25 pts = 25 pts

Final Draft: 1 @ 20 pts = 20 pts

 Total = 100 pts

**Possible Grade Deductions**

Failure to submit timesheet = Automatic failure

Failure to attend all five one-on-one meetings = Automatic failure

Late weekly assignment = -1 pts/day

Late final project = -2 pts/day

\*\* All work must be submitted to pass the course even if it is too late to receive any credit.

\*\* Failure to complete administrative course requirements in a timely manner (such as failing to provide your coordinator with contact information for your site supervisor) may also result in a reduction of your final grade by 1/3 of a letter grade or more.

Grading Scale

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 0-59

Based on the UCLA Undergraduate Education Office of Instructional Development’s grade categories for undergraduates, A = Superior, B=Good, C=Fair, D=Poor, F=Failure.

NOTE: Please also be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course. You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.

**Course Requirements**

1. Internship Hours and Timesheet:

To pass the course, interns must work remotely for their internship site at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week). If you know that you must miss more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship coordinator know right away so they can determine how to best advise you. If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult your UCLA internship coordinator as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty.

2. Weekly Written Assignments

You must complete six weekly written assignments and submit them as a Word document on the course website by 11:59PM on Sundays. If you need extra time on an assignment, send the Course Coordinator with brief email with your request. All papers must be submitted by the end of the quarter to receive a final grade.

**Required format**: Essay format, minimum 2-3 pages double-spaced, Times New Roman 12pt font, and 1” margins. Do not include citations for the assigned readings, and do not copy and paste the reading questions into your document. Points may be deducted for excessively long (over three pages) or short (under two pages) responses.

The written assignments are designed to help you make connections between your academic work, your internship experience, and your professional interests. A successful response paper will:

**(1)** Answer the questions corresponding to each assignment completely and accurately **in the student’s own words**. Alternatively, if the student has spent substantial time trying to understand the concepts and finds they are still unclear, the student may describe in detail, in their own words, what about the concept doesn’t make sense.

**(2)** Include reflection that demonstrates the student is challenging themselves to think critically and analytically about their internship through the lens of the weekly theme.

**(3)** Include a question or topic to discuss at our next meeting. This question should be able to inspire substantial discussion, and can be about the readings, your site, or both. You don’t need to be able to answer the question. Not including this question will result in a one-point deduction from your response grade.

3. Meetings with Internship Coordinator:

Once students are officially enrolled in the course and have been assigned to their coordinator, students will be able to schedule their biweekly meetings through MyUCLA by going to the "Academics" tab, "Advising & Academic Services", "Appointments". Students are required to schedule four meetings and should schedule them every other week. All meetings should be scheduled at once to ensure that students receive the meeting times that work for them. Meetings can be scheduled for weeks 3 through 10. No meetings will be held during finals week.

Come prepared to **lead** each 30-minute meeting. The bi-weekly meetings are intended to help you understand and reflect upon your internship experience, develop a more complete understanding of the course material, and offer support as you develop a research paper. Each meeting is also an opportunity to develop your leadership and communication skills. Thirty minutes can be quite short, and I encourage you to make these meetings as interesting and personally productive as possible. Writing an agenda is not required, but it may help you organize the meeting.

Successful meetings will touch on both the student’s internship experience and the course content. The student will be engaged for the duration of the 30 minute meeting, meaning the student offers topics to discuss, is prepared to discuss them, and responds to the internship coordinator’s questions or replies (you can think of this as “yes, and-ing”). You may find it helpful to review your weekly response papers prior to the meeting. Each meeting is worth 5 points (note that intake meeting is not graded). Showing up late and/or unprepared for a meeting will result in a loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and that meeting will be worth only half credit. You may schedule only one meeting per week and must complete your second meeting by the end of Week 4 or the meeting will be considered late and will be worth only half credit. Any request to schedule meetings in consecutive weeks must be approved by the coordinator in advance. Attending regularly scheduled meetings throughout the entire quarter is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified.

4. Research Paper

Write an 8-10 page double-spaced thesis-driven research paper. The paper must integrate readings relevant to your internship and the study of human biology and society. **The purpose of the research paper is to allow you to learn more about some aspect of your work that you otherwise would not.** For example, you could write an analysis of legislation that informs the work of the organization, a history of a social movement that shaped your field, or an ethnographic analysis of your workplace. You are encouraged to discuss possible topics for your paper with the internship coordinator early in the quarter, and several of the weekly assignments will help you develop a draft. The final paper should include a minimum of five scholarly, peer-reviewed sources. Typically, students reviewing existing scholarly literature (as opposed to working with primary source data) should use many more than 5 sources. The final paper is due by midnight Friday of Week 10. Submit your paper online at our course website using the Turn-it-in tool. Late papers will be docked 1/3 of a letter grade for each day late. Use APA style citations.

It is our hope that your internship is a valuable and rigorous experience. However, please do remember that you will be graded based not on internship hours but the quality of the work done on 195CE assignments. Therefore, you are expected to complete high-quality and engaged writing and research, prompt and regular meetings with the internship coordinator, and proper and complete paperwork.

**Preview of Second Quarter**

You may choose to continue your internship and enroll in a second quarter of SOC GEN 195CE. During the second quarter, students reflect more deeply on their internship experience and develop a final research paper that is either 1) a modification of an existing program, policy, or research project related to human biology and society; or 2) a proposal for a brand new program, policy or research project. This two-quarter program is a unique opportunity for undergraduates to collaborate with community partners and apply their academic skills to address contemporary issues in the field of society and genetics.

**Course & Campus Information**

Academic Integrity

All UCLA policies regarding academic integrity apply to 195CE internship courses, including but not limited to policies regarding **cheating, fabrication, plagiarism, multiple submissions, and facilitating academic dishonesty**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.deanofstudents.ucla.edu/>

Nondiscrimination Policy

The UCLA Center for Community Learning is committed to a policy against discrimination on the basis of color, race, religion, sex, national origin, age, sexual orientation, gender identity and expression, disability and protected veteran status, or any other basis prohibited by UC policy and federal and state laws and regulations. We expect internship sites to adhere to applicable federal and state laws and UC Policy re: nondiscrimination, and urge students to report incidents of bias/harassment to the appropriate office at their internship site, to their internship coordinator, and/or to Center for Community Learning administrators as soon as possible after the incident in question so that we can provide supportive services (including working with campus partners to facilitate an early exist from the internship if needed). We also encourage students to pursue confidential support through Student Legal Services (https://www.studentlegal.ucla.edu/), CAPS (https://www.counseling.ucla.edu/), and other campus resources (https://www.studentincrisis.ucla.edu/Who-can-Help).

Course Accommodations & Campus Resources

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation:

<http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>. Students should also notify their internship coordinator about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

Communication with Sites & Campus Stakeholders

In order to monitor the educational experience of undergraduate interns, the Center for Community Learning communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students & Scholars, the Career Center, and Student Care Managers.

Seeking Assistance

We have resources here at UCLA if you would like to reach out to someone in order to talk about things going on in your life. The first place you might call is UCLA Counseling and Psychological Services (CAPS) (310) 825-0768. (Crisis Counseling is available 24/7 on the phone!) If you live on campus, you can call Residential Life (310) 825-3871, and there is a Parent and Family Programs Helpline (310) 794-6737. The Dean of Students Office (310) 825-3871 is also ready to assist however is needed. Lastly, Community Service Officers (CSO) escorts are available to walk with you from dusk until 1:00 a.m. between campus buildings, local living areas and/or Westwood Village, (310) 794-WALK.

*You are not alone. We stand with you, now and always, as Bruins.* --- *Janina Montero*, Vice Chancellor, Student Affairs & *Steve Olsen* Interim Administrative Vice Chancellor

**FIRST QUARTER WEEKLY SCHEDULE**

**Week 1: Situating yourself in your internship and community**

No reading or response this week. Make sure you complete all enrollment paperwork by Friday of Week 2 to ensure enrollment and avoid late fees.

**Week 2: Civic Professionalism & Socially Responsible Science**

READING:

(1) Brief selection from *The Successful Internship*

(2) Stephanie J. Bird (2014) Socially Responsible Science is more than “Good Science”.

WRITTEN ASSIGNMENT (Due Sunday, October 18, 11:59PM):

The concepts of civic professionalism and social responsibility are foundational to enable you to critically reflect upon your internship experience this quarter. Based on the 2 readings for the week, answer *one or two* of the following questions:

* What is civic professionalism? How is civic professionalism different from simply understanding the civic relevance of your profession?
* What is socially responsible science and what are some examples of it relevant to your field? What does it mean for scientists to help society “negotiate the tightrope between self-deception and ignorance”?
* How might your internship help you understand, develop AND practice the values of civic professionalism and social responsibility? In other words, what might these values look like at your internship?

Your response should be 2-3 double spaced pages in length. Remember to include a question to discuss in our next meeting.

**Week 3: How have race and ethnicity entered biomedical research and legal thought?**

READING:

Troy Duster (2006). Lessons from History: Why Race and Ethnicity Have Played a Major Role in Biomedical Research. *The Journal of Law, Medicine & Ethics* 34(3) 487-496.

WRITTEN ASSIGNMENT (Due Sunday, October 25, 11:59PM):

Duster provides examples of how race and ethnicity have been biologized in discrete moments in history to challenge the belief that “lawyers and physicians and scientists are, for the most part, somehow able to levitate above the prevailing social context”. In the first part of your assignment, identify a historical and/or a contemporary example (besides those cited by Duster) of how a social idea has been normalized or biologized in science, law, medicine, or the field you’re interested in. Include an explanation of the idea, the dominant cultural context that supported the idea, which institutions helped create the idea, and how the idea appeared as a medical, scientific, or legal construct rather than a reflection of social forces.

In the second part of your assignment, address the Duster assignment in the context of the Black Lives Matter (BLM) movement. It may be the case that the issues brought up by BLM are personal and ongoing for you; alternatively, this year might be the first time you are thinking about anti-Black racism. Take at least a page to reflect on the importance of acknowledging the influence of race and racism in law, science or medicine. What are the consequences of failing to do this? What are some strategies we might employ, on our own or as members of institutions, to push for racial justice?

Your response should be 2-3 double spaced pages in length. Remember to include 1-2 paragraphs of reflection from your internship experience and a question to discuss in our next meeting.

**Week 4: Developing your research paper**

READING: (1) “Evaluating Information – Applying the CRAAP Test” Meriam Library, CSU Chino. (2) APA Formatting handout from UCLA Undergraduate Writing Center.

WRITTEN ASSIGNMENT (Due Sunday, November 1, 11:59PM):

**Part 1:** Develop a proposal for your own research paper. Your proposal should be one page in length and it should include: (1) the research question your paper will try to answer, (2) a description of your research topic, (3) an explanation of how you will go about answering this research question, (4) a short explanation of how your topic is related to your internship and/or your professional interests, and (5) explain the social significance of your project (why is this question worth answering?).

**Part 2:** Find three scholarly sources to use in your research paper. These should be articles published in an academic journal or a scholarly book. Write a citation for each source in APA format, and below the citation, write a one paragraph annotation summarizing the main argument, the methods used, the results, and how you will use the source in your final paper.

I recommend using some of these guides to get you started, like the mapping tutorial: http://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial

https://dmcwo.github.io/research-tips/find-the-guides/

 **Week 5: Election Week**

*NO READINGS*

This week we will meet as a group over zoom for an hour, to discuss internship experiences, the course thus far, and reflect on election results.

WRITTEN ASSIGNMENT (Due Sunday, November 8, 11:59PM):

*You have two options for this week’s assignment:*

**Option A)** Write 2-3 pages on the role of local, state, or federal government with respect to your internship. How does the political climate affect your work? Are there any federal grants, policies, or elected officials that directly or indirectly impact your organization’s ability to carry out its mission and goals?

**Option B)** Write a 2-3 page journal entry on your experience this week.

GROUP MEETING – Exact date and time TBD depending on availability.

**Week 6: Research paper, first draft**

*NO READINGS*

WRITTEN ASSIGNMENT (Due **Sunday**, November 15, 11:59PM):

This week you’ll submit the first draft of your research paper. It should be at least 7-8 pages in length and it should include a minimum of 5 the peer-reviewed sources. A detailed handout with guidelines for this submission will be available on CCLE under week 6. Please submit as a .doc or .docx file.

**Week 7: Interpreting science in social and political contexts**

READING: Hannah Landecker (2010). Food as Exposure: Nutritional Epigenetics and the Molecular Politics of Eating.

WRITTEN ASSIGNMENT (Due Sunday, November 22, 11:59PM):

**Part 1**: In this week’s article, Dr. Landecker writes, “There are clear implications for conceptualizing food as a discrete object that can be refused versus food as a miasma in which people are immersed” (pg. 25). Explain the difference between conceptualizing food as a controlled, individual choice versus as a “miasma” or milieu. In your opinion, which of these narrative constructions is more likely to lead to improved health outcomes in the general population?

**Part 2**: How might the interpretation of science have social or political consequences for your professional field/your internship? Are there any examples of this that you’ve observed in your internship? How do professionals in your field talk about the objectivity and interpretations of science?

**Week 8: Workplace Culture, Stress, and Burnout**

READING

Meyerson (1994). Interpretations of Stress in Institutions: The Cultural Production of Ambiguity and Burnout. *Administrative Science Quarterly* 39(4) 628-653.

WRITTEN ASSIGNMENT (Due Sunday, November 29, 11:59PM):

In your own words, explain the following quote: “…organizational cultures and subcultures are the result of human arrangements continually enacted and reconstituted” (p. 632). Does the author think this process constrains how people act in and interpret their environment, and why or why not?

Summarize the ideologies of the medical model and the social work model. How do these approaches result in different interpretations of burnout? What are those different interpretations of burnout?

Include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

*Reflection hint: What messages have you received from your organization about worker health, stress, or burnout? How do they compare to the ideologies in this reading or other ideas you’ve seen? How might those ideas be contextually situated?*

**Week 9: Reflection on personal development from your internship experience and this course**

WRITTEN ASSIGNMENT (Due Sunday, December 6, at 11:59PM):

Discuss a few valuable lessons you’ve learned from your internship. What have you learned, and how are these lessons valuable to you? What kinds of skills or knowledge have you developed over the course of your academic career that helped you in your internship?

Recall the readings about civic professionalism and social responsibility from week 2. How well have you connected theory and practice over the course of your internship? What have you learned from the reflection exercises, and how could you continue this practice after you’ve finished this course?

Remember to include a question to discuss in our final meeting. If we’ve already had our final meeting, include a question you’ll consider as your internship comes to an end.

**Week 10: Conclusion**

Final research paper and signed timesheet due FRIDAY, December 11, at 11:59PM.