**UCLA Center for Community Engagement**

**History 195CE**

**2022-2023**

*Faculty of Record*: Katherine Tawny Paul

*Graduate Student Instructor*: Jennifer A. Cárcamo

Email: jcarcamo@college.ucla.edu

Office Hours: Tuesdays & Wednesdays from 8am-2pm PST (\*Students will be notified in case of changes)

*Enrollment Questions:*[195CEinfo@college.ucla.edu](mailto:195CEinfo@college.ucla.edu)

**OVERVIEW**:

The Department of History and the Center for Community Engagement offer History 195CE for 4 units for a letter grade or on a pass/no pass grading basis. History 195CE is an opportunity to apply critical thinking and research skills obtained through your university education to your internship experience. We’ll stretch history beyond the classroom, and in your weekly papers and bi-weekly meetings, placing ideas and concepts from your internship and chosen field within their historical context. By the end of the quarter you should have an appreciation for the experience garnered from your internship, as well as a greater understanding for the application of history beyond the university (through fields such as public history) and the importance of civic engagement.

This course requires active participation at an approved off-campus field site, weekly response papers, biweekly discussions with the History Graduate Student Instructor, and a final research paper. You will also be assigned a faculty sponsor (Professor Katherine Paul).

**TABLE OF CONTENTS:**

1. Meeting your faculty and TAs
2. Learning Goals
3. Course Organization
4. Course Materials
5. Succeeding in this Class and Cultivating an Inclusive Classroom Together
6. Assignments and Participation
7. Course Grading Scale
8. Courses and GE Credits
9. Course Schedule
10. Academic Accommodations
11. Other Campus Resources
12. Academic Integrity

**LEARNING GOALS:**

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

1. Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and public history.
2. Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments.
3. Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline
4. Explore how off-campus work experience contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices.

**COURSE ORGANIZATION:**This course requires active participation in five bi-weekly meetings with the Graduate Student Instructor via zoom, weekly written responses based on assigned readings and internship experiences, as well as a final research paper. You are required to complete 80-100hrs at your internship site over 8 to 10 weeks.

***REQUIRED FORMS:***

1. Course Contract created by you and signed by your site supervisor
2. Signed timesheet documenting 80-100 hours worked at an off-campus site
3. Summary report of internship (survey)

***ELIGIBILITY & ENROLLMENT:***

Students are eligible to enroll in History 195CE if they have completed at least 90 units (junior standing) and are in good academic standing (3.0+ GPA). Senior standing students do not have a GPA requirement. You need to secure an internship before you can begin enroll procedures.

The 195CE courses are set up for students with internships in a corporate, non-profit or governmental agency. CCE defines an internship as a preprofessional experience that provides training to students so they gain new skills and can learn about a workplace under the direct supervision of a professional in the field. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. The internship must involve challenging college-level work and must take place with a supervised off-campus workplace site (no home offices). The field of your internship does not have to be directly connected to your major/minor or to the department under which you enroll, unless specified by the course description.

Internships should provide students with 8-10 hours per week (80-100 hours per quarter) of work for at least 8 weeks of the quarter in which they are enrolled. 195CE cannot be taken for retrospective internships.

History 195CE is a contract course offered in collaboration with the Center for Community Engagement (CCE). In order to enroll, students first need to fill out a course contract on myUCLA. Detailed instructions for [here.Links to an external site.](https://communityengagement.ucla.edu/programs/internship-courses/" \l "enrollment" \t "_blank)

After the course contract has been created, students are required to obtain the signature of their internship site supervisor on both the course contract and a letter of agreement which stipulates the responsibilities of UCLA and the internship site in supporting the student during the internship. **Please note: students are NOT responsible for acquiring signatures of the faculty of record or department chair.**

Students will then need to schedule a 195CE intake appointment with the Graduate Student Instructor via myUCLA. Once the intake appointment has been scheduled, students will receive a link to an online form to upload the signed contract and letter of agreement. During the intake appointment, the Graduate Student Instructor will review student eligibility and provide an overview of course content and expectations. If there are any problems with your contract or with enrolling you in the course, one of the GSIs will contact you by e-mail. The deadline to enroll is Friday of Week 2. The class often fills up before then, and students are enrolled as we receive the contracts, so the earlier you submit a contract, the better your chances of getting enrolled. Intake appointments must be completed by the Wednesday of Week 2. International students may enroll early (weeks 8-10 of preceding quarter) in order to complete CPT paperwork with the Dashew Center.

**COURSE MATERIALS:**

All required readings for this course will be available on CANVAS in the folder for the corresponding week. Please make sure to check the current week’s folder for the most updated copies of all the readings.

The course website can be found here: insert link here

In order to complete all assignments, you will need an internet connection, and a device that can connect to the internet. We know that WiFi connections can be unreliable and spotty at times, therefore, if you are in any way concerned about submitting an assignment, please reach out to your Graduate Student Instructor. Further, if you have any concerns about access to technology or internet service, please let us know so that we can determine the resources necessary to help you.

***REQUIRED SOURCES:***

1. American Historical Association “Careers for history majors” website
2. National Council of Public History (NCPH) Website: What is public history?
3. Marianne Babal, “Sticky History: Connecting Historians with the Public,” *The Public Historian,*32 (4): 76-84.
4. Mary Stevens, “Public Policy and the Public Historian: The Changing Place of Historians in Public Life in France and the UK,” *The Public Historian*(2010) 32 (3): 120–138.
5. CCLE Welcome Package
6. Katharine T. Corbett and Howard S. (Dick) Miller, “A Shared Inquiry into Shared Inquiry,” *The Public Historian*(2006) 28 (1): 15–38.
7. Flinn, Andrew, Mary Stevens, and Elizabeth Shepherd. “Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream,” *Archival Science*9 (2009): 71-86.
8. “The Rebel Archive” in *City of Inmates: Conquest, Rebellion and the Rise of Human Caging in Los Angeles 1771-1965*
9. Mapping Indigenous LA Storymapping Project
10. Roque Ramírez, Horacio N. "My community, my history, my practice." *The Oral History Review*29, no. 2 (2002): 87-91.
11. Carpio, Genevieve. "Tales from the Rebel Archive: History as Subversive Practice at California’s Margins." *Southern California Quarterly*102, no. 1 (2020): 57-79.

**SUCCEEDING IN THIS CLASS AND CULTIVATING AN INCLUSIVE CLASSROOM TOGETHER:**

Your professors, GSIs, and support specialists are all here to make sure that you are safe, comfortable, heard, and respected in this classroom space. We are committed to fostering a classroom environment that validates, protects, and values all students, and will work together with you all to make sure we are actively working against, and addressing when needed, any form of harassment, discrimination, prejudice, or inequalities that present itself in this course, through both dialogue, as well as course material. If at any time you feel as though someone, whether that be a professor, TA, or another student, or course material, is not adhering to these guidelines please reach out to us so that we may address the situation as quickly as possible.

**ASSIGNMENTS AND PARTICIPATION:**

***COURSE REQUIREMENTS:***

1. Discussion Sessions (20%)
2. Weekly Response Papers (40%)
3. Final Research Paper (40%)

***Rubrics for Class Presence and Participation***. In this course, you will be evaluated on how engaged you are with class readings, class discussion and course content. You are expected to participate in a way that shows your understanding of the required readings and assignments. Participation and engagement take on multiple forms in this class, all of which are explained in the rubric below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strong (Full Points)** | **Needs Development (Half Points)** | **Unsatisfactory** |
| **Attendance (Frequency)** | Student **consistently attends** classes, regularly checks participation score to ensure accuracy, and communicates with the professor and/or TA in the event of an absence | N/A | Student**does not attend** class, regularly check participation score, or communicate with the professor and/or TA in the event of an absence |
| **Pre- and Post-Class Preparation** | Student is **almost always** prepared for class with readings and reflections completed, questions prepared and all classroom materials | Student is **sometimes**prepared for class with readings and reflections completed, questions prepared and all classroom materials | Student is **almost never**prepared for class with readings and reflections completed, questions prepared and all classroom materials |
| **Engagement in Class Discussions** | Student **proactively contributes to each class discussion** by offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or online discussions that **shows thoughtfulness, reflection and insightfulness**of the assigned material | Student **sometimes contributes to class discussion** by offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or online discussions,  but these **comments may not be thoughtful, reflective or insightful** | Student**rarely contributes to class discussion**by not offering ideas, asking and answering questions, actively listening, responding to peers and providing feedback in large and/or small group settings or online discussions,  and **shows little to no thoughtfulness, reflection or insight** of the assigned material |
| **Completion of Homework and Preparatory Assignments** | Student **completes all assignments with attentive and thoughtful ideas** that clearly articulate their opinion, position and/or argument. | Student **completes most assignments with attentive and thoughtful ideas**that articulate their opinion, position and/or argument | Student **does not complete any assignments,**and/or completes assignments with little to no attentive and thoughtful ideas that articulate their opinion, position and/or argument |

Please note that on the rubric, thoughtfulness of contributions is weighed more than frequency of contributions. We are not always striving for you to present the “correct” answer, but instead be able to articulate your understanding, position and/or argument.

Further, we recognize and understand that some factors are out of our control and can make it difficult to focus on schoolwork. If you are having a personal issue that affects your presence and/or participation in class, please talk with myself or a TA, so, together, we can create a plan of action that best fits you. If you are uncomfortable speaking with us, please utilize other campus resources such as CAPS or CARE (information provided below) in order to determine the best approach to ensure your success in this class. We encourage you to share your challenges with us as early as possible, as the sooner we can come up with a plan, the more options we have to support and ensure your overall academic success.

***Discussion Sessions (20% of your grade)***

**Using Zoom Video Conferencing**: You are required to use Zoom (https://ucla.zoom.us/) for your biweekly meetings, so take the time to familiarize yourself with it by thoroughly reading the step-by-step instructions found here: https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac. You will access your Zoom meeting space in one of two ways: (1) Log in via the app after you have followed the instructions to initially download, install, and login. Then enter the meeting number provided by your instructor at the time set for the meeting. (2) Copy and paste the URL (or click on the web link) provided by your instructor at the time specified for the meeting. Launch the app (after initially downloading, installing, and logging in), and you will enter the meeting immediately. You may choose to use Zoom on your mobile device or computer. **Your video MUST be on during your meetings.**

Schedule and attend biweekly discussion sessions with your instructor (me) at the Center for Community Engagement at least **5 times**, including intake. Come to each **30-minute discussion**session prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper. **To receive full credit you must be prepared to have an engaged, interactive meeting.**Appointments can be scheduled through MyUCLA.

You are responsible for making your own appointments and for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. every other week). **Each meeting is worth 4 points.**Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit. You 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. Repeated cancellation same-day cancellations are unacceptable may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the instructor IN ADVANCE and may not be granted. 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-/NP. 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.

***Weekly Response Papers (40% of your grade)***

Submit 2-3 page response papers (double-spaced, 12 point font, 1 inch margins) via the course website **by 11:59 PM on Sunday** beginning Week 2.

2 pages is the minimum, but it is likely that you will need all 3 pages to cover all aspects of the prompts. At the end of each response, include 1 discussion question/comment that could serve as a point of departure for our discussion sessions.

You need to turn in 8 response papers total. Each weekly paper is worth 10 points. Response papers are docked 2 points for each day they are late. **All work must be submitted to pass even if it is too late to receive any credit. Submitting more than two papers over one week late is grounds for automatic “No Pass” if you are taking the course P/NP.**These papers should offer detailed reflections about your experience in the workplace and how it relates to history. While you write, you will think critically about how history relates to the contemporary world. I have provided prompts to guide your analysis on the schedule of assignments at the end of the syllabus. **Review your papers for grammatical/spelling errors/ typos before you submit them. Papers that contain many careless errors will not receive full credit**. Pay attention to the directions for each particular assignment, as they vary from week to week. **I will only accept your assignments via our course website**. You must upload your assignments to our course website in order for you to pass the course. Feel free to submit your papers early. Do not email me your assignments.

***Final Research Paper (40% of your grade)***

Using **at least 5 sources**, complete a research paper of 8-10 pages (double-spaced, 12 point font, 1-1.5 inch margins) **due at 11:59 PM on Sunday of Week 10**.

This assignment asks you to examine a topic inspired by your internship. This is not an extended response paper; rather, you should **develop a research-based argumentative analysis that uses historical approaches**. See the final pages of this syllabus for further instruction. You must use a minimum of 5 total sources, with at least 3 academic sources (such as academic book chapters or academic journal articles) and 2 reputably edited popular sources (such as newspaper/magazine articles). **Late papers will be docked 1/3 of a grade for each day late.**

I will only accept the final paper via our course website, absolutely no email submissions.

***Additionally, students must complete the following requirements:***

***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 graduate student instructor 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 graduate student instructor as soon as possible to create a plan to move forward*. **Failure to complete the required hours is grounds for substantial grade penalty.**

**You will submit a scanned copy of your signed, tallied time sheet on the course web site week 10.**

***UCLA Collaboratory: Summary Report of your Internship Production***

The Center for Community Engagement is launching an effort to more systematically collect data on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA’s community engaged work.

Assignment Details: To complete this assignment, you will be asked to share information about your internship site and your role as a student intern. You will be submitting this assignment through a [Google form (Links to an external site.)](https://docs.google.com/forms/d/e/1FAIpQLSfyL4N-0C6D5UfnRsPcb-_uTdQ3Jnf5ka1b8aR-Zn-Yz4-X7A/viewform). The Google form has more specified instructions. This short assignment will be **submitted Week 9**.

**COURSE GRADING SCALE:** You must earn at least a 73% for a passing grade if you take the course P/NP.

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

**COURSE SCHEDULE:**

**Week 1: Introduction**

* Complete Enrollment Paperwork: This includes the *course contract and liability forms*. *You are not enrolled in the course until we receive the complete contract*
* Begin readings for the first assignment, due the Sunday after week 2. All weekly assignments are due by 11:59 Sundays.

**Week 2: History Scholarship and Professional Life**

This week we are going to practice articulating how your disciplinary history skills and practices translate into experiences off campus. You’ll have a chance to think about how your scholarly training intersects with the needs of the employment marketplace.

***Read:***

* *All sections* of the American Historical Association “Careers for history majors” website/pamphlet (they are short, but you will need to go through them to answer the prompt). https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors

***Prompt:***

* Reflect on how your past educational experiences and your internship work fit into the overview provided by Sturtevant in “What can you do with that history degree.” Is your internship site one of the “typical” paths for history majors? Are there paths listed that you hadn’t considered?
* Look carefully at the “History Discipline Core competencies” and the list of “Top 10 Skills Employers Seek in College Graduates.” Can you match the competencies to the skills? Are there any skills without matching competencies?
* Now, choose 5 skills and matching competencies, and think of examples from your own educational experiences that demonstrate those skills and competencies.
* Which skills and competencies do you see as being most applicable to your internship?
* Consider how your history degree is helping you *understand*the internship work that you are doing, beyond tangible skills. You are probably doing this in many ways, but please share just one example of how history helps you understand an aspect of this work.
* Consider your goals. Choose three skills or competencies that you would like to really focus on during your internship. Why have you chosen these? How will you acquire and practice them- what are some specific tasks in your internship that will allow you to apply these skills?
* Finally, think about whether they match with competencies from the historical discipline, or whether these are totally new. How will this internship experience *build*on your scholarly experiences? Please consider taking the time to share these goals with your site supervisor.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 3: Public History and Historians in Public**

***Part 1- Public and Applied History***

***Read:***

* National Council of Public History (NCPH) Website: What is public history? [https://ncph.org/what-is-public-history/about-the-field/ (Links to an external site.)](https://ncph.org/what-is-public-history/about-the-field/)
* Marianne Babal, “Sticky History: Connecting Historians with the Public,” *The Public Historian,*32 (4): 76-84.
* Mary Stevens, “Public Policy and the Public Historian: The Changing Place of Historians in Public Life in France and the UK,” *The Public Historian*(2010) 32 (3): 120–138.

***Prompt:***

* According to the NCoPH website, what is public history? How is it used, and what is its purpose?
* How does Babal define public history in her article? How does it differ from academic history?
* According to Stevens, what role should history/historians play in public policy? What does she mean by historians having “a changing place” in public life?
* Note one form of public history that you find surprising, or that you might not have thought about as a form of public history. How is the organization you are interning with engaging with the field of public history?

***Part 2- Experiential Learning (~1/2-3/4 of a page)***

***Read:***

* CCE Welcome Packet & The Successful Internship

***Prompt:***

* What did you learn from “The Successful Internship?”
* What interest do you have in this field / company?
* Lastly – and please be honest – how do you feel history is related to your internship and the field of your internship?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 4: Sharing Authority**

Last week’s readings gave you an insight into what public history is. This week you will be reading more in depth on the concept of “shared authority” and its connection to civic engagement and social responsibility.

***Read:***

* Katharine T. Corbett and Howard S. (Dick) Miller, “A Shared Inquiry into Shared Inquiry,” *The Public Historian*(2006) 28 (1): 15–38.
* Flinn, Andrew, Mary Stevens, and Elizabeth Shepherd. “Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream,” *Archival Science*9 (2009): 71-86.
* “The Rebel Archive” in *City of Inmates: Conquest, Rebellion and the Rise of Human Caging in Los Angeles 1771-1965*

***Explore:***

* Mapping Indigenous LA Storymapping Project . https://mila.ss.ucla.edu/

***Prompt:***

* After reading the assigned articles and exploring the Mapping Indigenous LA (MILA) project, reflect on what shared authority means. According to Corbett and Miller, what are the components of shared authority? According to Flint et al., how do independent archives engage with the practice of sharing authority? In what ways does the practice of sharing authority engage with questions of power, agency, and community accountability? In what ways does MILA story mapping project attempt to share authority over the history of Indigenous communities in Los Angeles?
* In your response, you must include an analysis on how Lytle Hernandez envisions historians practicing civic engagement and social responsibility in their scholarship. In what ways does Lyttle Hernandez practice social responsibility? (Keep in mind you are reading an appendix of a book that discusses the history of incarceration from 1771 to 1965).
* After writing at least 2 pages on the previous prompt, consider the ways in which your organization/field shares authority with different stakeholders. How do they collaborate in sharing authority? If they are not in a position of sharing authority with other stakeholders, why is that? What are the legal, cultural and institutional challenges they face in sharing authority?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 5: Developing your research**

***Read:*** Choose an issue that is relevant to the organization or field in which you are working. Locate an *academic article* that addresses the history of that theme and which will help you to contextualize the work that you are doing. Please use the database resources available through the library to locate and access your article.

***Prompt 1:***

* What is the main argument of the article? Choose a quote that you find useful and discuss.
* After reading the article explain how it helps you understand the history of the organization or field in which you work.

***Prompt 2:*** After writing at least 1.5 pages addressing this week’s response paper topic, please describe **two potential topics for your final research paper** (see guidelines at the end of syllabus). Be sure to indicate how each topic has been inspired by your internship experience and connects to the discipline/practice of history. We will be discussing your research paper ideas during your next office hours meeting and a formal proposal will be due at the end of week 7.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 6: Positionality**

As you are still developing your research project ideas, this week you will have an opportunity to reflect on what you have learned at your internship, your research paper project direction and how the concepts of public history relate to your own positionality.

***Read:***

* Roque Ramírez, Horacio N. "My community, my history, my practice." *The Oral History Review*29, no. 2 (2002): 87-91.
* Carpio, Genevieve. "Tales from the Rebel Archive: History as Subversive Practice at California’s Margins." *Southern California Quarterly*102, no. 1 (2020): 57-79.

***Prompt:***

*"Positionality is the notion that personal values, views, and location in time and space influence how one understands the world. In this context, gender, race, class, and other aspects of identities are indicators of social and spatial positions and are not fixed, given qualities. Positions act on the knowledge a person has about things, both material and abstract. Consequently, knowledge is the product of a specific position that reflects particular places and spaces.” -Luis Sanchez (Entry in Encyclopedia of Geography)*

* Both Carpio and Roque Ramirez are scholars who engage with understanding history through archives and oral histories. As you read these articles, think about the role of their positionality (how their personal values, views and social location influence their understanding of the world) in their academic historical inquiry. How do they describe their positionality? How does their positionality influence and motivate their research? Provide direct examples from the readings.
* After writing at least 1.5-2 pages on the previous prompt, please write at least one page on these questions: How does your positionality influence your research paper inquiry? How are you integrating your experience of your placement into the research paper? How have your internship experiences impacted your perspective on your chosen research issue?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 7: Project Proposal with Annotated Bibliography**

***Prompt:***

* In one page: Indicate what topic you have decided to pursue for your final research paper (see guidelines at the end of the syllabus). Be sure to indicate how your topic has been inspired by your internship experience and connects to the discipline/practice of history.
* In two pages: You should include an annotated bibliography with your topic. Please include at least 4 sources. Two of these sources should be academic. Your annotated bibliography should explain how each source has deepened your understanding of the field and/or organization of your internship and how it will inform the historical argument you will be making in your paper.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 8: Research Paper Draft**

***Prompt:*** Submit the first three pages of your final research paper and a list of your sources. Your opening paragraph should include a clear thesis statement, underlined so that I can find it. Your sources should be presented with the bibliographic citation according to the Chicago Manual of Style.

\*No discussion question required for this week

**Week 9: Campus Resources for Self-Reflection**

This week you will have an opportunity to use two campus resources to help you 1) edit your research paper draft and 2) craft your History 195CE internship experiences onto your master resume.

Make two appointments this week, one at the History Writing Center and the second one at the Career Center.

* At the History Writing Center ask for support with whatever writing area you need the most help with (for example: writing flow, sentence structure, argument, grammar, etc.).
* At the Career Center make an appointment to get your master resume proofread. If you don’t have a master resume, ask for support to start writing one. Prioritize asking for advice to help you translate your experiences at your CE internship into your master resume.

Both meetings require that you prepare writing beforehand. If you do not go prepared, you will not be able to get the most out of these meetings.

***Prompt:*** Please write 2-3 pages answering the following questions: What was the name of the consultants you met at the two centers? What was your experience at both centers? What kind of support did the consultants offer? What new things did you learn from your appointments? What was effective about your appointments? What could have been better? In what ways did you prepare for your appointments and how could you have prepared better? Is there any helpful advice you would like to share with a lower-division student about your experiences at both centers?

***Additional Required Short Assignment: (Should not take more than 15-20 minutes):***

UCLA Collaboratory: Summary Report of your Internship Production

The Center for Community Engagement is launching an effort to more systematically collect data on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA’s community engaged work.

Assignment Details

 To complete this assignment, you will be asked to share information about your internship site and your role as a student intern. You will be submitting this assignment through this [Google form (Links to an external site.)](https://docs.google.com/forms/d/e/1FAIpQLSfyL4N-0C6D5UfnRsPcb-_uTdQ3Jnf5ka1b8aR-Zn-Yz4-X7A/viewform). The Google form has more specified instructions.

**Week 10: Final Research Paper**

Papers are due no later than 5pm on Sunday of Week 10. Please upload the final paper to our CCLE course website.

**For your research paper choose an issue that your organization/field addresses or which your internship experience is part of. The research paper should be a thoroughly investigated exploration of the *legacy*of that issue; incorporate your experiences into the analysis and make an informed and analytical argument.**

Since you are enrolled in History 195CE, you need to think like a historian when you write this paper. Remember, historical approaches to research include tracking how trends have changed over time, and examining how a particular historical event leads to changes in culture and society. Historians also frequently enter into debates based on varying interpretations of historical evidence. Your research paper should be guided by one of these approaches, focusing on analyzing the past or analyzing how the past shapes the present (rather than speculating about the future). If you have questions about how to frame your research topic historically, please let me know.

The best way to start your research paper is to read through a number of sources related to a topic inspired by your internship, and then create an argument based on that evidence. Outline your paper before you start writing. Remember: All papers must have a THESIS STATEMENT, stating the argument of your paper. Papers without thesis statements will not pass the course. If you have questions regarding what constitutes a thesis statement, please let me know.

**Final Research Paper Format**

* 8-10 pages, double-spaced
* Header that includes your name, History 195CE, Term date (Fall/Winter/Spring/Summer), and my name. This should be SINGLE SPACED, at the top left/right corner of the page. Headers are not meant to take up precious writing space.
* Original title that reflects the content of your paper.
* Page numbers.
* Times New Roman (or “normal” equivalent) , 12pt font, normal margins (1-1.5 inches)
* Cite at least five academic and journalistic sources (journals, books, magazines, or newspapers) using Chicago Manual of Style (CMS) footnotes. Three out of five sources MUST be academic (book or journal) sources. Feel free to contact me to discuss if a particular source is academic or journalistic.
* You must use Chicago Manual of Style footnotes, NOT parenthetical references and NOT Endnotes. Historical papers always use CMS. I understand that this will be the first time many of you will be using CMS footnotes. You can find detailed formatting instructions here: https://owl.english.purdue.edu/owl/resource/717/01/

**Please Note:**

Article databases such as Jstor.org and Project Muse are extremely helpful in finding sources and can be accessed through the UCLA library computers or a proxy server.

Wikipedia and blogs are not acceptable sources, as they are not all verified. Other online encyclopedias (i.e. Encyclopedia Britannica) are also not accepted sources because they are not college-level resources. Please ask me questions if you are unsure how to find acceptable sources.

**Recommended Writing Tools:**

Purdue Online Writing Lab: https://owl.english.purdue.edu/owl/

The Elements of Style – Strunk and White http://www.gutenberg.org/ebooks/37134 The Chicago Manual of Style Online: http://www.chicagomanualofstyle.org/home.html

**Good Research Sites:**

JSTOR; Google Scholar; Project Muse

Please note: you may gain access to these articles free of charge by using the BOL proxy server or with the BOL VPN. You have to download them onto your computer. Personally I have a more streamlined experience with the VPN. For more info go to:

https://www.bol.ucla.edu/services/proxy/

OR

https://www.bol.ucla.edu/services/vpn/

I HIGHLY RECOMMEND getting research guidance from a UCLA librarian. You can schedule an appointment at the Inquiry Lab at Powell here:

http://www.library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/schedule-research-consultation-powell-library-inquiry-labs

Additionally, you have access to 2 writing centers at UCLA for this course. There is the undergraduate writing center AND the Department of History writing center. Your tuition pays for these services, so it is to your advantage to use them!

**Undergraduate Writing Center**

http://wp.ucla.edu/index.php/home

**History Writing Center**

http://www.history.ucla.edu/academics/undergraduate/history-writing-center

\*Please note: Both centers require appointments, and it is likely that they are most busy at the end of the quarter. Plan accordingly.

1. **ACADEMIC ACCOMODATIONS:**

In creating an inclusive classroom, we want to make sure that every student's needs and accommodations are met. If you have a disability that requires you to need extra assistance, extra time or adapted lessons, you are entitled to, and we encourage you to, reach out to the Center for Accessible Education (CAE) to discuss your accommodations. Once you register, please make sure your “Letter of Accommodation” is viewable to us, so we can be notified and ensure that we meet your requirements to support your learning. Website: [www.cae.ucla.eduLinks to an external site.](http://www.cae.ucla.edu/)

Phone Number: 310-825-1501 Campus Location: Murphy Hall A255

*Students with Disabilities*

The Center for Community Engagement makes every effort to accommodate students with disabilities. If you wish to request an accommodation, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). Website: [http://www.osd.ucla.eduLinks to an external site.](http://www.osd.ucla.edu/).

*Academic Integrity*

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action. UCLA’s complete policy regarding academic integrity can be found on the website for the Office of the Dean of Students: [http://www.studentgroups.ucla.edu/dos/Links to an external site.](http://www.studentgroups.ucla.edu/dos/)

1. **OTHER CAMPUS RESOURCES:**

 Academic Counseling

Academic Advisors aim to collaborate with you to support your academic, professional, and personal development. We encourage you to contact your academic advisor early and often to ensure your success during your first year.

Website: [https://www.registrar.ucla.edu/Academics/Academic-CounselingLinks to an external site.](https://www.registrar.ucla.edu/Academics/Academic-Counseling)

 Title IX Office

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, [CAREadvocate@careprogram.ucla.edu,](mailto:CAREadvocate@careprogram.ucla.edu)310.206.2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at 310.825.0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, [titleix@conet.ucla.edu,](mailto:titleix@conet.ucla.edu) 310.206.3417. Reports to law enforcement can be made to UCPD at 310.825.1491.

 Counseling and Psychological Services (CAPS)

CAPS provides counseling services to students who are in need of support in any way 24 hours a day, 7 days a week. Appointment can be made by contacting CAPS during their office hours Monday - Friday 9 am - 4 pm. Crisis support is available 24/7 by phone at 310-825-0768.

Website: [w ww.counseling.ucla.eduLinks to an external site.](http://www.counseling.ucla.edu/)

Phone Number: 310-825-0768

Campus Location: John Wooden Center, 221 Westwood Plaza

 Undergraduate Writing Center (UWC)

The UWC is available by appointment through 25 minute to 50 minute appointments to support your academic writing needs. They may also have 30 minute same-day drop-in appointments available. Please check their website to view availability and make an appointment. The UWC is open Monday - Thursday 10 am - 6 pm and Friday 10 am - 3 pm, with evening hours Sunday - Thursday 6 pm - 9 pm.

Website: [h ttps://uwc.ucla.edu/Links to an external site.](https://uwc.ucla.edu/) Phone Number: 310-206-1320 Email: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu) Campus Location: Kaplan Hall A61

 UCLA Library

The UCLA library is a great resource to help you with any of your research needs, including finding relevant sources and evaluating their context. Please visit the library website for all your needs -

[https://www.library.ucla.edu/Links to an external site.](https://www.library.ucla.edu/).

There are MANY other campus resources that are available to support you in all aspects of your life. We encourage you to check out these websites to see any programs or supports on campus that may help towards ensuring your overall success at UCLA.

Campus-Wide Student Services: [https://www.studentaffairs.ucla.edu/student-servicesLinks to an external site.](https://www.studentaffairs.ucla.edu/student-services) Current Students Resources: [h ttps://www.ucla.edu/students/current-studentsLinks to an external site.](https://www.ucla.edu/students/current-students) Consultation & Response Crisis Resources: [https://studentincrisis.ucla.edu/resourcesLinks to an external site.](https://studentincrisis.ucla.edu/resources) Student Affairs Guidebook: [https://www.studentaffairs.ucla.edu/guidebookLinks to an external site.](https://www.studentaffairs.ucla.edu/guidebook)