

**Fall Quarter (10 weeks) 2025 - Community Engagement &  
Social Change 195CE: Corporate or Community  
Internship (4 units)**

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**[This is Tongva Land](#)**

As scholars occupying indigenous lands, we acknowledge our presence on the traditional, ancestral, and unceded territory of the Tongva/Gabrielino peoples who have been and continue to be here since time immemorial. We recognize their distinctive spiritual, cultural, and political relationship with this land, air, and waters. We pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'Eyoohiinkem (our relatives/relations) past, present, and emerging. We are humbled that our learning and growing resides upon sacred lands sustained for centuries by Tongva and acknowledge the necessity of advancement of political sovereignty and self-determination for all indigenous peoples.

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**Course Description**

This course is intended to provide students with a theoretical, analytical, and experiential framework for understanding the purposes of engaging at the local level in an effort to bring about social change. We will explore various conceptions of the purpose of public engagement, with the goal of helping students to develop their own personal commitments. The course is recommended for those interning in a nonprofit, governmental, educational, or social enterprise setting. Using course readings, written assignments, and field-based internship experiences, students will be asked to contemplate the meaning of community engagement in relation to efforts to bring about social change,

within the context of one's own personal and academic experiences, and in relation to future professional aspirations.

CESC 195CE is open to students from any major who meet the eligibility requirements (have a minimum of 90 units; at or near a 3.0 GPA). It can be taken for a letter grade (or as pass/no pass with petition). Students taking the course to satisfy a requirement of the Community Engagement and Social Change minor must take the course for a letter grade. Students can repeat the course once (by completing the requirements for the 2<sup>nd</sup> quarter syllabus).

### **Course Learning Outcomes:**

By the end of the quarter, students will:

- Have developed a working knowledge of scholarship on community engagement as a vehicle for social change.
- Have developed skills of critical analysis, both of academic material and of the world around them.
- Have developed an understanding of social responsibility and the implications of short-term community service versus sustainable social change.
- Have gained an understanding of the social, cultural, and civic aspects of their personal and professional identities.
- Have learned from and worked reciprocally with diverse individuals, groups and organizations to build healthy, equitable, and sustainable communities.

### **Course Expectations**

Students are responsible for completing weekly readings, and for providing a thoughtful and thought-provoking written response to each assigned reading and/or assignment prompt. To earn full credit for weekly assignments, students must submit response papers on time, provide evidence of having read the articles with an eye toward critical analysis, and answer the prompt thoughtfully and completely.

**All written assignments will be properly formatted (1-inch margins, 12 pt. Times New Roman font)** and checked for grammar and spelling. Points will be deducted for ongoing formatting/grammatical errors. It is also expected that students will listen to and respond to any feedback provided by the instructor and, when necessary, will incorporate this feedback in subsequent assignments. Failing to do so will result in a deduction of points on future assignments.

**Finally, this is an upper division course.** Though non-traditional, the course seeks to be academically rigorous and students will be expected to critically engage with course materials. Lastly, as an upper division course, students must have the capacity to work independently and creatively with the guidance of their instructor.

## Course Requirements

1. A signed timesheet indicating 80-100 completed hours at internship
2. Five one-on-one meetings with your instructor (\*please note that your intake meeting counts towards one of the five required meetings)
3. Weekly reading assignments
4. Weekly written assignments
5. Final research paper

### ***1) Internship Hours & Timesheet (0 points – Requirement to pass but not graded)***

Failure to submit a signed timesheet confirming the minimum of 80 hours, any discrepancies in timesheet by posted deadline may result in formal reporting to Dean of Students with possibility of F/NP.

Please let your GSI know as soon as possible if you believe you may not be able to complete this requirement 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 GSI as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty as outlined above.

### ***2) Bi-weekly Meetings – 6 pts. each (30 pts. total)***

You will meet with your instructor for 30 minutes every other week to discuss the readings, weekly assignments, and your work at your internship site. **Appointments are set up with the front desk directly.** To set up an appointment, please call, email, or stop by the Center for Community Learning (see contact information above). It is your responsibility to make your appointments and to ensure that you have scheduled **a total of five** throughout the quarter. If you fail to meet at least five times, your final grade will be reduced 4 points. Meeting less than four times will result in an automatic failure.

Each meeting is worth 6 points, for a total of 30 grade points. Your first meeting should take place during weeks 0, 1, or 2, and must be completed by the end of week 2 at the very latest. Ideally, you should meet with your instructor every other week so that meetings are adequately spaced throughout the quarter. All meeting changes or cancellations must be done with the front desk in advance of the meeting you are hoping to change.

### **Grading penalty**

The five bi-weekly meetings with your GSI are a critically important element of the 195CE course, each one counting for 6% of your total course grade. There are a variety of circumstances which will result in a grading penalty:

- There is a **10 minute grace period**. If you are running more than 10 minutes late to the meeting, it will be considered a missed meeting and you will need to reschedule. You will receive half-credit for the rescheduled meeting.
- Being unprepared to lead the discussion with your GSI (e.g., without having submitted required assignment or having read required material) for a meeting will result in receiving half-credit

I welcome 24-hours advance notice to cancel and reschedule for full credit; note that the rescheduled meeting must happen within two weeks of the original scheduled meeting.

**3) *Weekly reading assignments (0 pts - Requirement)***

All readings will be posted on the course website. An assessment of the student's reading completion/comprehension will be evaluated in their bi-weekly instructor meeting and in their written assignment.

**4) *Weekly written assignments – 5 pts. each (35 pts. total)***

You will write a 2-3 page written assignment each week. **Assignments are to be double-spaced, 12-point Times New Roman font, 1-inch margins.** Assignments will be graded on the quality of your response to the prompt, the quality of the writing, and the promptness of the submission. The content of these assignments varies each week and is based on a specific prompt provided by the instructor on the course website. These prompts will vary and will ask you to respond to your internship experience, the course readings, and current events, or you will be asked to make connections between all three.

Written assignments are **due on Sundays by 11:59 PM**. Late assignments will result in a 1-point deduction for each day late. **No credit will be awarded for assignments more than 2 days late.** Please see the below section for information on all writing assignments.

**\*\*Please note that these assignments may be converted to class discussion posts. Please refer to Cassi's weekly Monday announcements.**

**5) *Final Paper – 35 pts. (including 5pts for the Proposal)***

You are required to write an 8-10 page research paper. This paper is meant for you to explore, in-depth, an issue/area that is of interest to you and allows you to build on your internship experience. More details are available below.

## Assignment Details

### **1. Weekly Response Papers: 2-3 pages each and/or Discussion Posts**

Weekly response papers are intended to help you process the weekly reading and reflect upon your internship experience in relation to the ideas presented in the readings and our conversations. The assignments are designed to help you think critically about the concepts of civic engagement and how they relate to the work you are doing at your organization. You will be expected to **critically analyze and assess** the reading, not simply provide a summary. Each week's assignment prompt is posted in the assignments tab and course calendar listed below.

### **2. Paper Proposal**

You will submit a 2-page description and preliminary outline of your paper **during week 6**.

**a.** In this proposal, you are to address the following:

1. Introduction to your topic, including a preliminary research question or thesis statement.
2. Why you are interested in writing about this topic.
3. Why you think this topic is important to explore in a research paper.
4. How this topic relates to community engagement & social change and your specific internship site. Regardless of what you are writing about, there should be some connection to addressing social issues within the local context (even as a comparative to national or global efforts) of the work of your organization. Please explain these connections.
5. Bibliography **including at least three** scholarly sources you plan to use in your paper.

### **4. Final Research Paper**

This paper is meant for you to explore, in-depth, an issue/area that is of interest to you and allows you to build on your internship experience. You can choose to write about any social issue related to your internship, but your examination must focus, at least in part, on how notions of social change and/or community engagement efforts are intertwined with the topic (for example, homelessness and homeless service providers, access to early childhood education and the long-term implications, etc.). If you choose to write about an issue that is not related to your internship, please discuss with your instructor.

This is an academic-style paper that should be 8-10 pages long (not including references). You must include at least five scholarly sources found from academic sources (databases, books, etc.) You are encouraged to utilize readings from the course, should they be appropriate for your paper topic; however, only two course readings can count towards the 5 required academic sources. You must adhere to the following formatting: double-spaced, page numbers, Times New Roman 12-point font, 1-inch margins, and a list of references (or works cited). You must utilize a standard citation format for your research papers (such as APA, MLA, Chicago Manual of Style, etc.). **You will be graded on the following: adhering to page and formatting guidelines, identifying a clear research/thesis question, and crafting a well-written and organized paper.**

Turning in your paper late will result in a 2-point deduction for every day late.

**Extensions will only be granted in the most extreme circumstances and must be pre-approved by your instructor more than 48 hours before the paper due date.**

### **Point Summary – Final Grade Breakdown**

|                           |                   |   |               |
|---------------------------|-------------------|---|---------------|
| Meetings with instructor: | 5 x 6 pts each    | = | 30 pts        |
| Weekly assignments:       | 7 x 5 pts each    | = | 35 pts        |
| Final research paper:     | <u>1 x 35 pts</u> | = | <u>35 pts</u> |
|                           | Total             | = | 100 pts       |

|               |          |          |          |
|---------------|----------|----------|----------|
| Grading Scale |          |          |          |
| A 98-100      | B+ 87-89 | C+ 77-79 | D+ 67-69 |
| A 93-97       | B 83-86  | C 73-76  | D 63-66  |
| A- 90-92      | B- 80-82 | C- 70-72 | D- 60-62 |
|               |          |          | F 0-59   |

\*Please note that grades will not be rounded up following the close of the quarter. Additionally, please keep in mind that your Canva grade only displays the grades for your written work, not including your meeting requirements. Therefore, your final grade may change from your Canva grade depending on whether you meet the 5 meeting requirements and submit your internship timesheet.

#### ***Possible point deductions***

|                                           |   |                             |
|-------------------------------------------|---|-----------------------------|
| Failure to submit timesheet with 80 hours | = | Significant point reduction |
| Failure to attend at least 1:1 meetings   | = | Significant point reduction |
| Late weekly assignment                    | = | -1 pts/day                  |
| Late final paper                          | = | -2 pts/day                  |

## **Course Policies**

### *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**. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam computer program, oral presentation, or other work) must either be the Student's own work, or must clearly acknowledge the source." (*UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty—Plagiarism*.) **N.B. Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.**

### *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 instructor, 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 exit 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 instructor 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, Student Care Managers, the Dean of Students, and the Office of Equity, Diversity, and Inclusion.

## **Writing and Research Assistance**

There is a wealth of research and writing assistance at UCLA to help you as you write your final papers. Please explore the following links, other resources will be provided throughout the quarter.

### **Powell Library Research Assistance:**

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

### **Charles E. Young Research Library Research Assistance:**

<http://library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/charles-e-young-research-library>

### **24/7 UCLA Online Research Assistance**

<http://library.ucla.edu/support/research-help>

### **UCLA Undergraduate Writing Center**

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

The Undergraduate Student Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems.

### **Purdue University Writing Lab Website**

<https://owl.english.purdue.edu/owl/>



### Weekly Reading and Assignments

**\*Please note that this syllabus is a working document and subject to change; therefore, please always refer to my weekly Monday announcements! ☺**

|                  | Reading(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assignment(s)                            | Due Date                   |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------|
| <b>Weeks 1-2</b> | <i>Intakes – no readings</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Submit Course Contract                   | <b>By Friday of Week 2</b> |
| <b>Week 3</b>    | <b>Positionality/Self-Reflection Discussion Post</b><br><br><i>Questions to consider:</i> <ul style="list-style-type: none"> <li>• <i>Who are you (i.e., social identities, personal traits)? How does it inform the work you do?</i></li> <li>• <i>What assumptions do you hold?</i></li> <li>• <i>What do you want to get from this experience? Weekly readings:</i> <ul style="list-style-type: none"> <li>• <i>Adichie, The danger of a single story (video)</i></li> <li>• <i>VOX, 2019, The intersectionality wars</i></li> </ul> </li> </ul>                                                              | See course website for assignment prompt | <b>10/19</b>               |
| <b>Week 4</b>    | <b>Redefining Community Engagement &amp; Service Discussion Post</b><br><br><i>Questions to consider:</i> <ul style="list-style-type: none"> <li>• <i>What is service and whom does it serve?</i></li> <li>• <i>Is there a right approach to working with and for a community? Weekly readings:</i> <ul style="list-style-type: none"> <li>• <i>Davis, What we don't talk about when we talk about service</i></li> <li>• <i>Avila, Reflecting on and sharing our stories</i></li> </ul> </li> </ul>                                                                                                             | See course website for assignment prompt | <b>10/26</b>               |
| <b>Week 5</b>    | <b>Redefining Social Change Discussion Post</b><br><br><i>Questions to consider:</i> <ul style="list-style-type: none"> <li>• <i>What is social change to you?</i></li> <li>• <i>What role does institutions, systems, etc. play in creating change? Weekly readings:</i> <ul style="list-style-type: none"> <li>• <i>University of Minnesota, Understanding Social Change 20.1</i></li> <li>• <i>Ford Foundation, A Theory of Social Change (video)</i></li> <li>• <i>Boyte, Reinventing Citizenship as Public Work</i></li> <li>• <i>Longo, Ch. 3 Why Community Matters: Hull House</i></li> </ul> </li> </ul> | See course website for assignment prompt | <b>11/2</b>                |
| <b>Week 6</b>    | <b>Final Paper Proposal</b><br><br>For this assignment, you will submit a 2-page (double-spaced) description and preliminary proposal of your paper. Specific questions to be addressed can be found on the assignment tab.                                                                                                                                                                                                                                                                                                                                                                                      | See course website for assignment prompt | <b>11/9</b>                |
|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Final Paper Proposal                     |                            |
| <b>Week 7</b>    | <b>Campus Activism &amp; Being a Change Agent Discussion Post</b><br><i>Questions to consider</i> <ul style="list-style-type: none"> <li>• <i>What tactics do students use to mobilize their causes?</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | See course website for assignment prompt | <b>11/16</b>               |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                      |              |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------|
|                | <ul style="list-style-type: none"> <li>• <i>Why are students/youth historically on the front lines of social movements?</i></li> </ul> <i>Weekly readings</i> <ul style="list-style-type: none"> <li>• <i>Rhodes, Immigrants in our own land: The Chicano Studies movement at UCLA</i></li> <li>• <i>Concerned student 1950 (documentary)</i></li> <li>• <i>Optional: ED Magazine, 2018, The new age of student activism</i></li> </ul>                                                                                            |                                                                      |              |
| <b>Week 8</b>  | <b>Beginning the Final Paper</b><br><br><i>Details to be provided on weekly announcement</i>                                                                                                                                                                                                                                                                                                                                                                                                                                       | See course website for assignment prompt                             | <b>11/23</b> |
| <b>Week 9</b>  | <b>Continuation of the Final Paper</b><br><br><i>Details to be provided on weekly announcement</i>                                                                                                                                                                                                                                                                                                                                                                                                                                 | See course website for assignment prompt                             | <b>11/30</b> |
| <b>Week 10</b> | <b>Final Reflection Discussion Post</b><br><br><i>Questions to consider:</i> <ul style="list-style-type: none"> <li>• <i>What are your takeaways from this course? What has your course journey looked like?</i></li> <li>• <i>What do you need to do moving forward?</i></li> </ul> <i>Weekly readings:</i> <ul style="list-style-type: none"> <li>• <i>Hicks-Peterson, 2018, Disrupting Injustice and Mobilizing Social Change</i></li> <li>• <i>Social change needs engaged communities, not superheroes (video)</i></li> </ul> | See course website for assignment prompt                             | <b>12/7</b>  |
|                | <b>Final Paper Due &amp; Signed Timesheet</b><br><br><b>Friday of Week 10!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | See syllabus for more information regarding final paper requirements | <b>12/7</b>  |

### **Other On-Campus Resources**

#### *Center for Accessible Education at UCLA*

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website, visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

#### *Counseling and Psychological Services (CAPS)*

CAPS offers support for students' mental health needs. They offer individual therapy, group counseling, various workshops, referrals to see an off-campus therapist, etc. For more information: <https://www.counseling.ucla.edu/>

#### *Title IX Office*

The Title IX Office takes reports of gender discrimination, including allegations of sexual harassment and sexual

violence. For more information: <https://www.sexualharassment.ucla.edu/>

*Center for Accessible Education (CAE)*

The CAE facilitates academic accommodations and support for regularly enrolled students with disabilities. For more information: <https://www.cae.ucla.edu/>

*Bruin Resource Center (BRC)*

The Bruin Resource Center (or the BRC as we call it) is the home for a number of campus centers and programs that provide support to different student communities including students who have been part of the foster care and probation systems, students who are undocumented or a part of mixed-status families, parenting students and students who are taking care of other dependents such as siblings, students in recovery, students who were formerly incarcerated or impacted by the carceral system and students who have experienced houselessness. For more information: <https://brc.ucla.edu>

*Dashew Center for International Students*

The Dashew Center offers resources, support, and advocacy for international students. For more information: <https://www.internationalcenter.ucla.edu/>

*LGBTQ Campus Resource Center*

The LGBTQ Center offers various forms of support and advocacy for UCLA's LGBTQ+ community. For more information: <https://www.lgbt.ucla.edu/>