

Civic Engagement 195: Corporate or Community Internship
4 units Graded
Quarter 2

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At the heart of civic engagement lies the belief that a “morally and civically responsible individual recognizes himself or herself as a member of a large social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate”. In short, civic engagement involves forging connections “among citizens, issues, institutions, and the political system. It implies voice and agency, a feeling of power and effectiveness, with real opportunities to have a say. It implies active participation, with real opportunities to make a difference.

-Tina Nabatchi in *Democracy In Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement* (pp. 7)

Course Description

This internship course is the second in a three course series designed to provide an academic context for off-campus work in a corporate, governmental or non-profit setting. The course builds upon the knowledge gained in the first course in the series, which focused on the topic of civic engagement more broadly. In this second course, students will be exposed to readings that explore civic engagement as means of understanding social problems and working to achieve social change. Readings and discussions will concentrate on helping students to gain an understanding of some of the causes and manifestations of social problems, and will use the framework of civic engagement to explore various types of responses to these issues. Readings will also attempt to provide students with a broad historical perspective of different types of responses to social problems throughout the 20th and the beginning of the 21st centuries. Additionally, significant time will be spent examining the underlying social problem(s) that students are learning about at their internship and the type of specific response(s) that the

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internship site employs to attempt to remedy this problem. This will occur through one on one discussion with the coordinator, as well as through writing assignments.

Course Requirements

- Submit internship contact information to your coordinator via email
- A signed timesheet indicating 80-100 hours at an off-campus internship
- Five one-on-one meetings with your coordinator
- Weekly written assignments
- Final research paper

Internship Contact Information

If your site supervisor has changed, updated contact information is due by 5 pm on the Friday of Week 1 (January 17th). This information should be emailed to lwillner@college.ucla.edu.

Signed Timesheet

A copy of the timesheet is available on the course website. You can submit your signed timesheet at the front desk by 4:30 pm on the Friday of Week 10 or upload a scanned copy to the link on the website by 5 pm on the Friday of Week 10 (December 6). You should plan to work at your internship 8-10 hours per week. Failure to submit a signed timesheet indicating at least 80 hours of work throughout the quarter is grounds for automatic failure.

Weekly Meetings

You will meet with your coordinator 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, not with your coordinator. 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. Failure to meet 5 times throughout the quarter is grounds for automatic failure.

Each meeting is worth 4 points, for a total of 20 grade points. Your first meeting should take place during weeks 2 or 3, and must be completed by the end of week 3 at the very latest. Ideally, you will meet with your coordinator every other week. If you are more than 10 minutes late for any meeting, your appointment will be cancelled and 2 points will be automatically deducted. You are, however, required to schedule a make up meeting.

If you need to reschedule an appointment, it must be done **prior to your meeting day**. Day of cancellations are only acceptable in the case of legitimate emergencies. All missed meetings need to be made up. Make up meetings for a day of cancellation not resulting from a legitimate emergency will only be worth half credit, resulting in a maximum of 2 points for that make-up meeting. You will only be allowed one make-up appointment during the quarter, and you must attend all five meetings to pass the course.

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***All meetings and make up meetings are scheduled with the front desk**

Weekly Response Papers

You will write a 2-3 page response paper each week that will be based upon the readings and your experience at your internship. One or more discussion questions will be posted on the course website each week for you to respond to. Unless otherwise noted, you are to respond to the specific questions. Please make sure to read the prompts carefully and respond accordingly. Additionally, you are to provide 1-2 of your own critical discussion questions that pertain to the readings. These should be derived from any questions you might have about the readings. We will discuss these questions in your weekly meetings. **You should list these questions at the end of your response paper each week. 1 point will be deducted from the weekly assignment if you do not include discussion questions.**

Assignments are to be double spaced, 12 point times new roman font, 1 inch margins. Assignments will be graded on the quality of the content, the quality of the writing, the promptness of the submission, and the inclusion of discussion questions. **All assignments should be uploaded to the course website.**

Written assignments are **due on Saturdays at 5 pm** of the week they are assigned. Each written assignment is worth 5 points, for a total of 40 grade points. Late assignments will result in a 1-point deduction for each day late. So, for example, assignments received between Saturday at 5:01 pm and Sunday at 4:59 pm will receive a maximum of 4 points. No credit will be given to written responses received after Tuesday at 5PM, however all assignments must be turned in to pass the course.

Final Research Paper

Academic Book Review

This assignment asks you to write an academic book review on a book of your choice related the social problem addressed at your internship site. The coordinator must approve the book you are choosing to write your review about.

Book Reviews vs. Book Reports

Academic book reports differ from book reports that you may have written in high school. Book reports tend to focus on summarizing the work that you read; your goal is to explain what it says and show that you read the book with care. In contrast, a book review asks you to **analyze a book**; your goal is to identify the key arguments of the book and how the author supports these arguments as well as to evaluate the book's strengths and weaknesses.

This evaluation of strengths and weaknesses is central to another key difference between book reviews and book reports. Book reports often ask you to provide a personal opinion as to whether or not you liked a book. A book review asks you to move beyond your

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personal likes or dislikes and provide a reasoned argument as **to the merits or problems contained in the book**. In a book review, it is not enough to say that a particular book was “bad” or “excellent.” You need to provide detailed analysis as to what factors, such as scope, theoretical perspective, or use of evidence made it so.

You must choose a non-fiction book. The coordinator will provide you with examples of academic book reviews for your reference as well other resources for how to write this type of document. The review should be between 7-9 pages, double-spaced, 12 pt. Times New Roman font, and 1 inch margins. You are highly encouraged to seek assistance from the UCLA writing center for this assignment. It is suggested that you work on a draft of your paper in advance and that you make an appointment with a writing counselor to receive feedback on this draft and to have it edited for grammatical/typographical errors. It is expected that you turn in a paper that has been revised for improvements and thoroughly proofread for grammatical and spelling errors. **Papers with more than four typographical or grammatical errors will be automatically reduced by half a grade.**

Note about existing book reviews: Plagiarism of an existing book review on the book of your choice will result in automatic failure. The coordinator will attempt to locate any book reviews that have been published about your book of choice. If it is deemed that any student has copied a portion of an existing book review, it will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university

The book review is due on **Saturday by 5 pm of Week 10** and is worth 40 points. Turning in your paper late will result in a 2 point deduction for every day late. For example, reviews received between Saturday 5:01 pm and Sunday at 4:59 pm will receive a maximum of 38 points. Extensions will only be granted in the most extreme circumstances and must be pre-approved by the coordinator.

Paper Proposal (Due Week 5)

You will submit a 1-page (double spaced) proposal during week five. The proposal should include the following:

1. 2-3 paragraphs about the social problem that your chosen book will address. This should include at least **2 academic sources** that help you to explain your problem by rooting it in empiricism, not simply your opinion or your anecdotal understanding of the problem.
2. The complete reference of the book you will be reviewing.
3. Why you are choosing the book you will write a review on.
4. Works Cited indicating the sources you used to explain the social problem.

Points summary

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Final grade breakdown

Meetings with instructor:	5 @ 4 pts each	=	20 pts
Weekly assignments:	8 @ 5 pts each	=	40 pts
Final Paper Proposal	1 @ 5 pts each	=	5 pts
Final research paper:	<u>1 @ 40 pts each</u>	=	<u>35 pts</u>
Total		=	100 pts

Possible point deductions

Failure to submit timesheet with 80 hours	=	Automatic failure
Failure to attend all five one-on-one meetings	=	Automatic failure
Failure to complete all weekly assignments	=	Automatic failure
Failure to submit internship contact information	=	-5 pts
Make-up one-on-one meeting	=	-2 pts
Late weekly assignment	=	-.5 pts/day
Late final paper	=	-2 pts/day

Academic dishonesty

All policies in the UCLA Catalog regarding academic dishonesty 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 and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.registrar.ucla.edu/catalog/catalog11-12-835a.htm>

Students with disabilities

The Center for Community Learning 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: www.osd.ucla.edu

Civic Engagement Minor Learning Outcomes

1. Civic Engagement disciplinary knowledge base

Students develop a working knowledge of the scholarship on Civic Engagement as an academic discipline.

- Understanding of how civic participation in public life contributes to the overall quality of life in our communities;
- Familiarity with empirical research addressing cognitive and affective outcomes of service learning and community involvement; and
- Familiarity with various historical and contemporary means by which individuals and groups have attempted to create social change.

2. Development of a civic identity

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Students gain an understanding of the social, cultural, and civic aspects of their personal identities.

- Define and describe the concepts of individual, group, and social identities in relation to the concepts of social power and privilege; and
- Demonstrate a critical self-reflection of their own assumptions, values, and stereotypes, and recognize the relative privilege and oppression of their various identities.

3. Social responsibility and social justice

Students develop an understanding of social responsibility and the implications of short-term community service versus sustainable social change.

- Recognition of the relationship between individual, group, community and societal well-being.

Students recognize systemic discrimination and its effects on both equity and inequity in communities and society.

- Examination of social issues in the context of the pursuit of social justice.

Students demonstrate an ability to analyze social structures in a manner reflective of possessing a critical consciousness.

4. Multicultural civic skill building

Students learn from and work reciprocally with diverse individuals, groups and organizations to build healthy, equitable, and sustainable communities.

- Ability to apply discipline-specific knowledge to contemporary or anticipated social issues;
- Ability to reflect critically about diversity, commonality, and democracy;
- Ability to employ intercultural communication skills, reciprocity, and responsiveness in working with members of the community; and
- Ability to enter, engage, and exit a community in ways that are respectful of its members.

5. Goals and commitments

Students graduate with a commitment to being a civically engaged global citizen

- Respect for cultural pluralism and multiple viewpoints;
- A sense of responsibility both to yourself and to the community;
- A desire to promote your vision of social justice locally and globally; and
- A willingness to participate actively in public life, address public problems, and serve your community.

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Weekly Readings and Assignments – Quarter 2

Week 1

Reading No reading

Assignment Contracts

Week 2

Reading No Reading

Assignment 2-3 page response to the quote at the beginning of the syllabus. This is an open ended response based on your reaction to the quote. You can respond however you would like, but please make sure to address the following as part of your response:

1. How does this conceptualization fit with your previously held ideas about civic engagement? In what ways does it align with your personal definition, what ways does it differ?
2. Does this conceptualization of civic engagement fit with the work of your internship site? If so, how? If not, why not?

Week 3

Reading 1. White Privilege: Unpacking the Invisible Knapsack by: Peggy McIntosh
2. How Systems of Privilege Work in *Privilege, Power and Difference* by Allan Johnson

Assignment 2-3 page response to readings based on discussion questions posted on course website.

Week 4

Reading 1. Only Justice Can Stop a Curse by: Alice Walker in *The Impossible Will Take a Little While* by: Paul Rogat Loeb
2. Letter from a Birmingham Jail by: Martin Luther King Jr.

Assignment 2-3 page response to readings based on discussion questions posted on

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course website.

Week 5

Reading 1. Invisible Southern Black Women in Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class by: Bernice McNair Barnett

Assignment 2-3 page response to readings based on discussion questions posted on course website.

Paper Proposal Due: See requirements in syllabus

Week 6

Reading 1. Neoliberal State and The Depoliticization of Poverty: Activist Anthropology and the “ethnography from below” by: Vincent Lyon-Callo and Susan Brin Hyatt
2. The Social Construction of an Alcohol Problem: The Case of Mothers Against Drunk Drivers and Social Control in the 1980s by: Craig Reinarnman

Assignment 2-3 page response to readings based on discussion questions posted on course website.

Week 7

Reading 1. Extreme Voices: The Dark Side of Civic Engagement by: Morris P. Fiorina in: *Civic Engagement in Democracy* edited by: Theda Skocpol and Morris P Fiorina
2. Becoming a Racist: Women in Contemporary Klan and Nazi Groups by: Kathleen Blee

Assignment 2-3 page response to readings based on discussion questions posted on course website.

Week 8

Reading 1. Mrs. Block Beautiful: American Women and the Birth of the Urban Conservation Movement, Chicago Illinois, 1917-1954 by: Sylvia Hood Washington
2. Partnering with Youth Organizations to Prevent Violence by: Tessa Hicks Peterson, Tom Dolan, and Sam Hanft

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Assignment 2-3 page response to readings based on discussion questions posted on course website.

Week 9 **Reflection**

Reading 1. LGBT Politics, Youth Activism, and Civic Engagement: by: Stephen T. Russell, Russell B. Toomey, Jason Crockett and Carolyn Laub

Assignment 2-3 page response to readings based on discussion questions posted on course website.

Week 10 **Final papers and timesheets**

Assignment Upload final papers to the course website **by 5:00 PM on Saturday March 15th**.