

# Master Syllabus

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5/17/13

## Course: SOC/ANT/CJS 450 - Sociology/Anthropology/CJS Internship

### Cluster Requirement: 5B – Learning Through Engagement

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

#### COURSE OVERVIEW

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This course provides Sociology, Anthropology, and Crime and Justice Studies majors opportunities to integrate theoretical approaches and methodological skills learned in the classroom with real-world work environments, and to reflect on the connections between the two. Internship assignments must be related to the student's professional and intellectual areas of interest and take place in a private or public organization that provides valuable services to the community. Sample placements include: social service organizations, advocacy programs, health and social welfare agencies, cultural institutions, schools, and public service departments of local and state governments, including the criminal justice system. Students are required to provide approximately 130 hours of service, chronicle their experiences in journals or other periodic writing assignments, attend an average of seven class meetings, complete reading assignments, complete a final project summarizing and reflecting on the internship experience, and be evaluated by their site supervisor at the completion of the internship.

#### LEARNING OUTCOMES

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##### *Course-Specific Learning Outcomes*

Upon completion of this requirement, students will be able to:

1. Apply social science theories and methods to observing and analyzing human behavior and social structures.
2. Identify skills that they need to improve in order to succeed in the world of work.
3. Develop and apply communication, critical thinking, time-management, and problem-solving skills in a real work environment.
4. Approach and carry out work assignments with professionalism, creativity, responsibility and initiative.

##### *University Studies Learning Outcomes:*

Upon completion of this requirement, students will be able to:

1. Identify the needs and resources of the communities to which they belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

## EXAMPLES OF TEXTS AND/OR ASSIGNED READINGS

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### **Textbooks:**

Sweizer, H. Frederick and Mary A. King. 2008. *The Successful Internship: Transformation and Empowerment in Experiential Learning*.

### **Books:**

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. The Continuum International Publishing Group Ltd.

Hirschhorn, Larry. 1990. *The Workplace Within: Psychodynamics of Organizational Life*. Cambridge, MA: MIT Press.

Lukes, Steven. 2005. *Power: A Radical View*. Palgrave MacMillan.

Mills, C. Wright. 1959. *The Sociological Imagination*. Oxford University Press.

### **Articles and Book Chapters:**

Cohen, Stanley. 1985. "Inside the System" in *Visions of Social Control*, pp. 40-86.

Cohen, Stanley. 1992. "The Failures of Criminology" in *Against Criminology*, pp. 46-53.

Conti, Norman. 2006. "Role Call: Pre-professional Socialization into Police Culture." *Policing & Society*, Sep2006, Vol. 16, Issue 3 p. 221-242.

Minnow, Martha. 2002. "About women, about culture: About them, about us." Pp. 252-267 in *Multicultural Challenge in Liberal Democracies*, edited by R.A. Shweder, M. Minow, & H.R. Markus. New York: Russell Sage Foundation.

Gmelch, George. "Lessons from the Field".

Gounis, Kostas. "Urban Marginality and Ethnographic Practice: on the Ethics of Fieldwork."

Gutierrez, Lorraine M. and Edith A. Lewis "A Feminist Perspective on Organizing with Women of Color" in *Community Organizing in a Diverse Society*, Felix G. Rivera and John L. Erlich (eds).

Hurwitz, Jon and Mark Peffley. 2005. "Explaining the Great Racial Divide: Perceptions of Fairness in the U.S. Criminal Justice System." *Journal of Politics*, Aug 2005, Vol. 67 Issue 3, p762-783.

McMullan, John L. 2006. "News, Truth, and the Recognition of Corporate Crime." *Canadian Journal of Criminology & Criminal Justice*, Vol. 48 Issue 6, pp. 905-939.

Scott, James. "Prestige in the Public Discourse of Domination"

Timmer, Andrea. "Learning Through Doing: The Importance of Ethnographic Fieldwork." *NAPA Bulletin* 22, p. 106-112.

White, David. 2001. "A History of the Present" in *The Culture of Control: crime and social order in contemporary society*, pages 1-26.

White, David. 2006. "A Conceptual Analysis of the Hidden Curriculum of Police Training in England and Wales." *Policing & Society*, Vol. 16 Issue 4, pp. 386-404.

Withorn, Ann. 1986. "For Better or For Worse: Women Against Women in the Welfare State." In R. Lefkowitz & A. Withorn, *For Crying Out Loud: Women's Poverty in the United States*. Boston: South End Press.

## EXAMPLE ASSIGNMENTS

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**Journal:** Students will keep a regular journal to record their observations, assess the needs and resources of the community, reflect on their experience, provide a critical analysis of issues that arise during their internship by utilizing assigned readings or theoretical insights from their discipline, assess their learning, and identify courses of action that will help them achieve their goals.

### Example

**Weekly Journal:** Please write two to three pages (about 500-600 words) that address the following elements of your internship experience and learning:

- What did you do this week? Please provide *detail* and *substance*, working from your field notes.
- What did you learn from this work about yourself, your site, your clients and the larger community? (4)
- Discuss how your work this week relates to particular knowledge or skills you acquired through your coursework. (2/3)
- Explore the meanings of your experience, and how you can use this experience as you add to your portfolio of work skills and other knowledge, including the needs and resources of the community. (1)

### University Studies Learning Outcomes

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**Final Paper/Report/Project:** All students taking the *Internship* course will complete a final paper, report or project (e.g. poster) that describes their experience, analyzes it in light of their academic learning, and examines and examines the value of engagement in attaining academic, professional, personal and civic goals.

### Example

**Exit Paper:** Please write a 10-page paper that describes, analyzes and assesses your internship. Your paper should include the following elements:

- A description and assessment of the internship site, including its mission, services and organizational structure.
- A description of your internship experience, including the work you performed and what you learned about the needs and resources of the broader community.
- A discussion of how your education in sociology/anthropology/CJS, including the insights from particular theories/perspectives/readings and the skills you acquired through your coursework, helped you carry out, analyze and understand the work you did at your internship site. (2/3)
- A discussion of how this internship helped you achieve your academic, professional, personal and civic goals.
- A discussion of whether or not you met your initial goals and expectations, of what could have been done to make the experience more effective, and whether this particular site should be recommended for future students.

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### **EXAMPLE OF COURSE SCHEDULE**

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<b>Date</b>	<b>Topics and Readings</b>	<b>Assignments Due</b>
Jan 24	<b>Topics:</b> Orientation, overview, discussing placements, meeting representatives of potential placements.	None
Jan 31	<b>Topics:</b> Contracts, reports, entrance paper, essential skills, reflective learning, keeping a journal, understanding your role as an intern, professional, ethical and legal issues. <b>Reading:</b> Sweitzer and King, ch. 1, 2, 5 and 13	None
Feb 7	<b>Topics:</b> Internship stages, understanding yourself, getting to know your colleagues and your site. <b>Reading:</b> Sweitzer and King, ch. 3, 4, 6 and 7	Internship Agreement
Feb 22	<b>Topics:</b> Getting to know your clients, colleagues, placement and community. Supervisor's evaluation. <b>Reading:</b> Sweitzer and King, ch. 8, 9 and 13 (review)	Entrance paper
Mar 21	<b>Topics:</b> Taking stock of your experience, strategies for change and professional growth. <b>Reading:</b> Sweitzer and King, ch. 10, 11 and 12	Supervisor's Evaluation
May 2	<b>Topics:</b> Exit paper and portfolio, self-evaluation, exploring future professional/educational goals, supervisor's evaluation. <b>Reading:</b> Sweitzer and King, ch. 14	None
May 9	<b>Topics:</b> Evaluating your experience, saying goodbye. <b>Reading:</b> None	Exit Paper Supervisor's Evaluation Portfolio