

Disability Studies 195 CE: Community Internship Quarter 1

Internship Coordinator: Carl Schottmiller
cschottmiller@college.ucla.edu
Office Hours: Monday 10:30 am – 5:00 pm
Tuesday 10:30 am – 5:00 pm

Center for Community Learning
A265 Murphy Hall
Office: (310) 825-7867
Fax: (310) 267-2482

COURSE DESCRIPTION

Disability Studies 195 CE provides a consecutive 2-quarter internship experience required for the Disability Studies minor, with the option of extending the internship for a third quarter (satisfying an elective for the minor). The Disability Studies community internship is a chance to connect the theoretical with the practical: students will apply ideas learned in Disability Studies courses, get first-hand experience in Disability Studies-related fields, see how disability is constructed and framed by different organizations and constituencies, and analyze different salient models of disability mobilized in advocacy, service, policy, and research. Ideally this internship is also a venue to link students' interests in the disability studies minor, their major topic, and potential future career.

This internship course is designed to provide an academic context for off-campus work in one of three types of governmental or non-profit settings: students can choose to provide direct service to disabled individuals or their families, engage in research related to disability studies, or work on policy issues related to disability studies. Students will work independently with the internship coordinator to think through models of disability encountered at their site, construct a series of companion reading assignments that examine the disability studies issues related to their internship duties, and craft a final paper topic that will link Disability Studies concepts to their personal experience.

195CE LEARNING OUTCOMES

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

- Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, ableism/paternalism, and social vs. medical models of disability;
- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st Century work environments;
- Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
- Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices

ENROLLMENT REQUIREMENTS

In order to enroll in Disability Studies 195CE you must have at least a 3.0 G.P.A. and complete a course contract. Follow the steps outlined in the Enrollment Procedures handout that you received during your intake appointment to generate a contract.

COURSE REQUIREMENTS

1. At least 5 Meetings with Coordinator
2. 8 Weekly Response Papers of 2-3 pages
3. Final Research Paper of 8-10 pages
4. Signed timesheet documenting at least 80 hours worked at off-campus site
5. Liability Waiver

Grading Scale

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

Final Grades

NOTE: Students taking the course on a Pass/No Pass basis must earn a C or better (73%) OVERALL in order to earn a grade of Pass in the course, and Disability Studies Minors must take the course for a letter grade in order to apply it toward the minor. Additionally, be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course—regardless of whether you are taking the course for a letter grade or Pass/No Pass. You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.

Discussion Sessions (20% of final grade)

Schedule and attend biweekly discussion sessions with your coordinator (me) at the Center for Community Learning 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 in person at CCL (Murphy A265); by calling CCL at 310-825-7865; or by emailing the front desk at cclmeetings@college.ucla.edu. Since I am not at CCL every day I am unable to schedule appointments personally, and I cannot meet you outside my office hours. Plan accordingly.

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 may schedule only one meeting per week and MUST complete your second meeting by the end of Week 4 or the meeting will be considered late and will be worth only half credit. 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 coordinator 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 final grade)

Submit **2-3 page response papers** (double-spaced, 12-point Times New Roman font, 1-inch margins) via the course website by **5:00 pm on Fridays**, beginning Friday of Week 1. You must turn in **8 response papers. Each response paper is worth 10 points.** Late papers will be docked 1 point per day late. All work must be submitted in order to pass the course, even if the paper is too late to receive credit. Submitting more than two papers over one week late is grounds for automatic “No Pass” or an equivalent reduction in letter grade.

Weekly response papers are designed to help you contextualize your internship experience; therefore, whenever possible you are encouraged not just to be descriptive but also analytical. Think critically about your experience with the organization, the staff and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work. Please see below for weekly response prompt topics. Since these are designed to help you engage with and reflect on what you’re doing, if one week you would like to address something that isn’t encompassed within the journal topics, feel free to propose an alternate idea.

Final Research Paper (40% of final grade)

Submit a **8-10 page final research paper** inspired by your work at your internship site. During the first quarter of your internship, **your research paper should review the existing literature in a field related to disability studies and to your internship.** Your first quarter’s final research paper

must have a minimum of five scholarly sources, including at least one book chapter. Assigned course readings will not count toward this minimum requirement. While your paper may include a mix of academic and popular sources, you must have at least five **scholarly** sources.

Please submit your paper on the course website. Email submissions are **ONLY** accepted in the case of website difficulties. Late papers will receive a deduction of 1/3 of a letter grade for each day late.

Time Sheet

Submit a timesheet with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter. To pass the course, interns must work **at least 8 weeks** during the 10 week quarter AND work a **minimum total of 80 hours (approximately 8-10 hours/week)**.

Failure to complete the minimum requirements and submit a signed timesheet will likely result in an automatic grade reduction to C-/NP. If for any reason you find that you must miss more than the equivalent of one week's regular shift at your internship or if you must end your internship early, you **MUST** inform your coordinator **IMMEDIATELY**. Your coordinator will consult with your internship supervisor and Center administrators about appropriate steps and may advise you to drop the course if it is determined that you are not in a position to pass.

Liability Waiver

Sign and turn in a **Liability Waiver**, available at CCL office and required by UCLA for off-campus work.

ADDITIONAL POLICIES

Academic Integrity

All UCLA policies regarding academic integrity apply to 195CE internship courses, 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>

Course Accommodations

If you wish to request an academic 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 deaf individuals. Website: <http://www.osd.ucla.edu>.

Students should also notify the internship coordinator about any issues at the start of the quarter so that appropriate accommodations can be arranged with OSD well in advance of course assignments' due dates.

Disability Studies 195 CE Weekly Response Topics (First Quarter)

*Note that several response papers have two parts: a general reflection and guided questions related specifically to the week's reading assignments. Be sure to address ALL parts of the response prompt.

Week 1: Situating yourself in your internship/community

Prompt:

Reflect on your personal experience working in a community setting (e.g. volunteer work, internship, service-learning course). Describe your experience. How did you come to these experiences? Do you see yourself as more effective in some community settings than others? What aspects of yourself and your experiences do you bring to your new internship? How do you anticipate the internship will enrich your experience in the Disability Studies minor?

Incorporate ideas from the readings by Hill Collins and Sweitzer. What are "experiential learning" and "standpoint," and how might they be related? In what ways do your individual lived experiences and "standpoint" influence your worldview? In what ways does the organization you are interning for fulfill a "civic mission," and what relationship does the organization have to local communities and/or the broader disability community? How does this internship present an opportunity to reflect on and critically engage with the ways we produce knowledge and operate in the world?

Readings:

Hill Collins, P. (1990). Defining Black Feminist Thought. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*

Sweitzer, H.F. and M.A. King. (2009). Surveying the Landscape. In *The Successful Internship*. Pp 5-8 Brooks-Cole.

Assignments:

Schedule an interview with your supervisor in order to answer the **Prompt for Week Four**
Complete enrollment paperwork

Familiarize yourself with the UCLA Library's Research Resources. Watch the "Mapping Your Research Ideas" video, plan your research process with the "Research Project Calculator," and take note of the various Research Guides and Research Specialists available.

For Week Seven, you will submit a response that details how you utilized these various resources throughout the quarter. Start using them now to help you in your process.

<http://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial>

<http://www.library.ucla.edu/support/support-students/get-help-your-papers-projects>

Week 2: Your internship expectations and Key Concepts in Disability Studies

Prompt:

Write about your internship site and your specific role as an intern. Why did you select this internship site? What do you hope to learn? How does this internship fit with your major and/or your career plans? How does your internship differ from conventional classroom-based approaches, and what opportunities does your internship offer for such learning?

Discuss the readings by Remen and Wendell. How do these readings challenge your understanding of “disability” and service within the disability community?

Readings:

Remen, R. N. (1999). Helping, Fixing or Serving? In *Shambhala Sun*, Retrieved December 2007.

Wendell, S. (1996). Who is Disabled? Defining Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. (pp.11-34). New York and London: Routledge

Week 3: Background on your organization:

Prompt:

What is the history of your organization? How was it formed and by whom? Provide information on the historical, economic, political, and social contexts for its formation. Who are the stakeholders and constituencies for the organization? How does the history of your organization align with the history of disability rights legislation and policy?

How do Sinclair and Wendell’s readings support and/or challenge your understanding of disability? How might your organization respond to Sinclair and Wendell’s arguments?

Readings:

Sinclair, J. (1993). Don’t Mourn for Us, *Our Voice*, 1(3).

Wendell, S. (1996). The Social Construction of Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. (pp.35-56). New York and London: Routledge

Week 4: Your role as an intern & Interviewing your supervisor

Prompt:

What work are you doing as an intern that feels meaningful to you and why? How effective do you feel in your role as an intern in addressing the key issues of your organization or clinic? How do you agree or disagree with the approach your organization takes in effectively addressing the key issues associated with your organization? How do the approaches taken by your organization relate to those used in disability activism? How might Lewis and disability activists respond to your organization’s key issues and approaches?

Training and Supervision: How have you been oriented or trained to complete the work? Who is your supervisor? What is his or her training and experience in the field? What can you learn about working in the field from your supervisor? How do you relate or not relate to your supervisor's path to their profession? **NOTE: YOU WILL NEED TO SCHEDULE AN INTERVIEW WITH YOUR SUPERVISOR TO ADDRESS THESE QUESTIONS**

Readings:

Lewis, B. (2010) A Mad Fight: Psychiatry and Disability Activism. In L.J. Davis (Ed.), *The Disability Studies Reader*, 3rd Edition. (pp. 160-176). New York: Routledge

Week 5: Connections with curriculum and research proposal

Prompt:

What connections do you see between your internship and your interests in disability studies and your major? What topic will you be writing about for your final research paper, and how did you select the topic? What investment(s) do you have in this topic? What is your own positionality in relation to this topic, and how might this positionality influence your perspective/scholarship? At the end of your research paper for this week, include your paper's thesis statement, scope, significance, and a list of 3 sources with 2-3 sentences about how they will inform your research.

Readings:

Select and discuss an article or chapter that relates to your specific interest in Disability Studies and your internship. Readings **must be pre-approved** by coordinator.

Week 6: Continuing to Research for Final Paper

Prompt:

No response due. Continue working on your final research paper.

Week 7: Utilizing UCLA's Research Resources

Prompt:

What research resources offered by UCLA's Library System have you utilized this quarter? How did the "Mapping Your Research Ideas," "Research Project Calculator," and Research Guides help you with your project? Who was your research specialist? How did this individual help you in your research process?

Had you used these resources in your previous classes? Why or why not? How did using these resources make this research experience different from your other research experiences at UCLA? What were the most valuable resources? What additional resources would you find beneficial?

Week 8: Rough Draft of Final Research Paper

Prompt:

Submit a five-page draft of your final paper, including a Works Cited page that contains all your sources.

Readings:

No readings due for the week. Continue to research your topic.

Week 9: Reflection on personal development

Prompt:

Discuss a few valuable lessons you have learned from your internship and the readings on disability studies. How will your internship be different next quarter? What are your goals (cognitive, practical or interpersonal) for your next quarter?

Week 10: Final Research Paper Deadline

Due Friday of Week Ten by 5 PM (6/5) – Final 8-10 page research paper