

SOCIETY AND GENETICS 195CE:

Community and Corporate Internships

FIRST QUARTER

Internship Coordinator: Clara Hanson

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Office Hours:

M 11:00-5:00 & T 11:00-5:00

Course Website: Access via MyUCLA

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Course Description

Developed in collaboration with the UCLA Center for Community Learning, Society and Genetics 195CE provides an internship experience designed especially for Human Biology and Society majors, but the course is open to all majors. The aim is practical application – through advocacy, service, policy review, and/or research – of the ideas encountered by students in our major program. Ideally this internship is also a venue to link students' interests in our major program with potential future career pathways and mentors.

Our community-based internships attempt to generate opportunities relevant to each of the specialization areas of our major program: Bioethics and Public Science Policy; Evolutionary Biology, Culture and Behavior; Historical and Social Studies of Science; Medicine and Public Health; and Population Genetics. Students may choose to enroll in any SOC GEN 195CE internship, regardless of whether or not it addresses their declared major specialization area. On completion of two consecutive quarters (an option) in the same internship position, students will have satisfied our major program's internship requirement and will also receive credit for one of our major's upper division elective course requirements in the specialization category of the student's choice. Specifically, the first quarter of SOC GEN 195CE enrollment satisfies our major's internship requirement, and the second quarter is applied toward our major's elective course requirements. Note: SOC GEN 195CE, when credited as an elective course, will also satisfy our major's requirement that one of your electives be in Society and Genetics.

Students will discuss with the Internship Coordinator a series of companion reading assignments that examine the issues related to internship duties, and craft a final paper topic that will link internship-related concepts with their personal experience in the workplace.

Enrollment

In order to enroll in SOC GEN 195CE, students must have at least a 3.0 GPA and complete a course contract. Follow the steps outlined in the enrollment procedure document given to you during your intake appointment with the Coordinator. You must complete your intake appointment before you fill out the course contract. You will only be enrolled in the class after your course contract has been signed by your internship supervisor, internship coordinator, and a member of the Society and Genetics department. As part of the enrollment process, you also must sign and turn in a Liability Waiver given to you during your intake appointment.

Student 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, and concepts drawn from interdisciplinary readings on topics of “nature” and “society.”
- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 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.

GRADE BREAKDOWN

1. 80-200 hours at an off-campus internship and signed timesheet: Required to pass course
2. 8 Weekly Written Assignments: 40% of total grade
3. Five one-on-one meetings (intake meeting, plus four additional meetings): 20% total grade
4. Final Research Paper: 40% total grade

**** All work must be submitted to pass the course even if it is too late to receive any credit.**

**** Failure to complete administrative course requirements in a timely manner (such as submitting your timesheet late or failing to provide your coordinator with contact information for your site supervisor) may also result in a reduction of your final grade by 1/3 of a letter grade or more.**

Grading Scale

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

Based on the UCLA Undergraduate Education Office of Instructional Development’s grade categories for undergraduates, A = Superior, B=Good, C=Fair, D=Poor, F=Failure.

NOTE: Please also be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course. You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.

Course Requirements

1. Submit a timesheet: with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter—to CCLE by 5pm on Friday of Week 10. Please upload your timesheet as

a *legible* PDF or JPG file. 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-.** 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.

2. Weekly Written Assignments: You must complete eight weekly written assignments and submit them as a Word document on the course website by 11:59PM on Sundays. Late papers are accepted with points deducted. (Out of 10 pts., 2 pts. Will be deducted every day that it is late). All 8 papers must be submitted by the end of the quarter to receive a final grade.

Required format: Word format, minimum 2-3 pages double-spaced, Times New Roman 12pt font, and 1" margins. Name, date, and assignment number in the header of the document. No additional space between paragraphs.

The written assignments are designed to help you make connections between your academic work, your internship experience, and your professional interests.

Each written assignment, unless otherwise specified, should contain three parts: **(1)** A response to each assignment question, summarizing or commenting on some aspect of the reading. Aim for about one paragraph per question (or cluster of questions). **(2)** 1-2 paragraphs of reflection about your internship experience and the reading. Reflections may vary in content, but typically involve making a connection between a concept from the reading and your work AND thinking through what that connection means for you, your work, or your education. The connection can be quite abstract, it is much more important to think critically and analytically about your experiences and observations. Weeks 2-6 include suggestions for a reflection topic, but you are not required to use these prompts. **(3)** Include a question or topic to discuss at our next meeting. This question should be able to inspire about 5 minutes of discussion, and can be about the readings, your site, or both. You don't need to be able to answer the question. **Not including this question will result in a one-point deduction from your response grade.**

A successful response paper will (1) Answer the response questions completely and accurately **in the student's own words**. Alternatively, if the student has spent substantial time trying to understand the concepts and finds they are still unclear, the student may describe in detail, in their own words, what about the concept doesn't make sense. (2) include reflection that demonstrates the student is challenging themselves to think critically and analytically about their internship through the lens of the weekly theme, and (3) includes a question that can sustain 5 minutes of productive discussion.

3. Meetings with Internship Coordinator: Schedule and attend biweekly discussion sessions with your coordinator (me) at the Center for Community Learning at least 5 times, including intake. 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. I cannot meet you outside my office hours, please plan accordingly.

Each meeting is worth 4 points. Showing up late and/or unprepared for a meeting will result in a loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and that 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. Same-day cancellations are unacceptable and may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the coordinator in advance. 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 C1. 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.

Come prepared to lead each 30-minute meeting. The bi-weekly meetings are intended to help you understand and reflect upon your internship experience, develop a more complete understanding of the course material, and offer support as you develop a research paper. Each meeting is also an opportunity to develop your leadership and communication skills. Thirty minutes can be quite short, and I encourage you to make these meetings as interesting and personally productive as possible. Writing an agenda is not required, but it may help you organize the meeting.

Successful meetings will touch on both the student's internship experience and the course content. The student will be engaged for the duration of the 30 minute meeting, meaning the student offers topics to discuss, is prepared to discuss them, and responds to the internship coordinator's questions or replies (you can think of this as "yes, and-ing"). You may find it helpful to review your weekly response papers prior to the meeting.

4. **Final Research Paper:** Write an 8-10 page double-spaced thesis-driven research paper. The paper must integrate readings relevant to your internship and the study of human biology and society. **The purpose of the research paper is to allow you to learn more about some aspect of your work that you otherwise would not.** For example, you could write an analysis of legislation that informs the work of the organization, a history of a social movement that shaped your field, or an ethnographic analysis of your workplace. You are encouraged to discuss possible topics for your paper with the internship coordinator early in the quarter, and several of the weekly assignments will help you develop a draft. The final paper should include a minimum of five scholarly, peer-reviewed sources. Typically, students reviewing existing scholarly literature (as opposed to working with primary source data) should use many more than 5 sources. The final paper is due by 5 PM Friday of Week 10. Submit your paper online at our course website using the Turn-it-in tool. Late papers will be docked 1/3 of a letter grade for each day late. Use APA style citations.

It is our hope that your internship is a value and rigorous experience. However, please do remember that you will be graded based not on internship hours but the quality of the work done on 195CE assignments. Therefore, you are expected to complete high-quality and engaged writing and research, prompt and regular meetings with internship coordinator, and proper and complete paperwork.

Course & Campus Information

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**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity 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.deanofstudents.ucla.edu/>

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 coordinator, 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 coordinator 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, and Student Care Managers.

Seeking Assistance

We have resources here at UCLA if you would like to reach out to someone in order to talk about things going on in your life. The first place you might call is UCLA Counseling and Psychological Services (CAPS) [\(310\) 825-0768](tel:(310)825-0768). (Crisis Counseling is available 24/7 on the phone!) If you live on campus, you can call Residential Life [\(310\) 825-3871](tel:(310)825-3871), and there is a Parent and Family Programs Helpline [\(310\) 794-6737](tel:(310)794-6737). The Dean of Students Office [\(310\) 825-3871](tel:(310)825-3871) is also ready to assist however is needed. Lastly, Community Service Officers (CSO) escorts are available to walk with you from dusk until 1:00 a.m. between campus buildings, local living areas and/or Westwood Village, (310) 794-WALK.

You are not alone. We stand with you, now and always, as Bruins. --- Janina Montero, Vice Chancellor, Student Affairs & Steve Olsen Interim Administrative Vice Chancellor

Preview of Second Quarter

You may choose to continue your internship for a second, consecutive quarter and enroll in a second quarter of SOC GEN 195CE. During the second quarter, students reflect more deeply on their internship experience and develop a final research paper that is either 1) a modification of an existing program, policy, or research project related to human biology and society; or 2) a proposal for a brand new program, policy or research project. This two-quarter program is a unique opportunity for undergraduates to collaborate with community partners and apply their academic skills to address contemporary issues in the field of society and genetics.

FIRST QUARTER WEEKLY SCHEDULE

Week 1: Situating yourself in your internship and community

No reading or response this week. Make sure you complete all enrollment paperwork by Friday of Week 2 to ensure enrollment and avoid late fees.

Week 2: Civic engagement, science and society

READING: (1) Brief selection from *The Successful Internship*, (2) Steven Epstein (2008) "Culture and Science/Technology: Rethinking Knowledge, Power, Materiality, and Nature," (3) An article of your choice from [ScienceInsider](#) (see directions below)

WRITTEN ASSIGNMENT (Due Sunday, October 14, 11:59PM):

Define civic professionalism using the selection from *The Successful Internship*. Skim the articles in ScienceInsider (see hyperlink above). Select and read one you think may be an example of civic professionalism. Summarize the article in 1-2 sentences, state whether you think it is or isn't an example of civic professionalism, and describe why you believe so.

Steven Epstein's article is a review of the many intersections between science and society. I recommend skimming the introduction and focusing on p. 171-176. For three of the following, briefly summarize the concept (1-2 sentences) and name one civic implication of three of the following: scientific citizenship, civic epistemologies, classification, cultural cartography, or material culture.

Finally, what do you hope to get out of the coursework, weekly meetings, and final paper in this class?

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

Reflection hint: How does using a civic lens change your perspective of your internship or an intersection of science and society?

Week 3: The politics of eating

READING: (1) Hannah Landecker (2010). Food as Exposure: Nutritional Epigenetics and the Molecular Politics of Eating.

WRITTEN ASSIGNMENT (Due Sunday, October 21, 11:59PM):

In your own words, explain what Landecker means by the following: *"By looking at how something social, such as 'eating,' is conceptualized and constructed as an experimental*

variable, we can track the ways in which the social is given scientific materiality, and the ways, in turn, material scientific objects are then taken as meaningful for social life and can change understandings of such broad concepts as 'environment' or 'food'" (23). It may help to explain each clause individually.

Explain the difference between conceptualizing food as a controlled individual choice versus as a milieu. Landecker asserts one of these conceptualizations – choice or milieu – better characterizes the implications of epigenetics and food. Which is it, and why?

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

Reflection hint: Think about the fields of science that shape the work at your internship site. How might the work of your organization change if its concept of science and society were different?

Week 4: Stress and wellness in organizations

READING: (1) Russell Viner (1999). Putting Stress in Life: Hans Selye and the Making of Stress Theory. (*NOTE: Focus on the information about the concept of stress, it's okay to skim or skip the more biographical sections*). (2) Kandi Wiens (2017, December 21). Break the Cycle of Stress and Distraction by Using Your Emotional Intelligence.

WRITTEN ASSIGNMENT (Due Sunday, October 28, 11:59PM):

How did Selye originally define stress? Why did stress catch on among so many different public and organized groups (e.g. physicians, corporations, the military, the public at large)? How did these groups picture stress and its implications differently?

Wiens's article is a primary source that we can analyze to understand how the concept of stress is discussed today. Keeping in mind Viner's explanation of how different groups pictured stress and its implications differently, analyze how Wiens pictures stress and its implications in her article. Is stress a useful concept to link social and biological processes, why or why not?

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

Reflection hint: How does your organization support or dismiss worker biology, physiology, or mental health?

Week 5: Organizational networks and norm creation in the life sciences

READING: Walter W. Powell, Kelley Packalen, Kjersten Whittington (2012). Organization and Institutional Genesis: The Emergence of High-Tech Clusters in the Life Sciences, p. 434-440

WRITTEN ASSIGNMENT (Due Sunday, November 4, 11:59PM):

This chapter begins with a critique about the ways social scientists have studied organizational emergence. According to the authors, what are the errors and limitations in accounts that focus on rational choice and individual actors? How do the authors structure their study to avoid these pitfalls?

Define “diversity of organizational forms” and “anchor tenant.” Why are the relationships between organizations (also called “network ties”) important?

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

Reflection hint: What’s the broader context of your internship site? Your field may be structured quite differently from the organizations described in this paper, but use the framework of the reading to think about how you, your internship site, or your future profession are situated in a larger network or system.

Week 6: Finding sources for your paper and exploring lifelong learning

READING: (1) “Resource Types” retrieved from [UCLA Library](#). (2) “Evaluating Information – Applying the CRAAP Test” Meriam Library, CSU Chino. (3) This week, you’ll also find your own readings! Information in assignment below.

WRITTEN ASSIGNMENT (Due Sunday, November 11, 11:59PM):

Part 1: Find two scholarly sources to use in your final paper. These should be articles published in an academic journal or a scholarly book. Write a one paragraph annotation for each source summarizing the author’s main argument, a description of their methods and data, and an explanation of how you will use the source in your final paper.

Part 2: **This part is completely unconnected from part 1, and should be connected to your career aspirations, and not necessarily your final paper. The purpose of this assignment is to think about what lifelong learning looks like in your field.** First, find 3-5 trustworthy, *publicly available* sources related to your career interests (ex: news sites, non-profits, think tanks, government agencies, etc.). Publicly available means you can access them without your UCLA login information, and for this assignment “source” means an organization that produces its own content, not a single article. Briefly list the sources you found, then answer the following:

1. How does the subject matter, writing, and presentation of these sources compare to articles in scholarly journals?
2. How do you know these sources are trustworthy?
3. What would someone in your field gain from reading these sources?

4. What tools could you use to find and follow sources like these (ex. google news alerts, linkedin, twitter, bookmarks, etc.)?

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

Reflection hint: What do you think lifelong learning could look like at your internship site or in your field? How would it be beneficial personally or professionally?

Week 7: How have race and ethnicity entered biomedical research and legal thought?

READING: Troy Duster. (2006). Lessons from History: Why Race and Ethnicity Have Played a Major Role in Biomedical Research. *The Journal of Law, Medicine & Ethics* 34(3) 487-496.

WRITTEN ASSIGNMENT (Due Sunday, November 18, 11:59PM):

Duster considers how race and ethnicity are biologized in discrete moments in history, and how prevailing social thought are naturalized and thus obscured in the process. Summarize one example of how race was biologized in Duster's article, and include an explanation of the idea, the dominant cultural context that supported the idea, which institutions helped create the idea, and how the idea appeared as a medical, scientific, or legal construct rather than a reflection of social forces. Do you find Duster's analysis of our contemporary moment and his predictions for the future compelling, why or why not?

Submit at least a half-page plan for your research paper. Be sure to (1) state your working thesis, (2) describe your research topic, (3) explain how the topic is relevant to your internship, and (4) consider how you will incorporate a theme from this course or from your other academic work. This can be quite messy.

Remember to include 1-2 paragraphs of reflection and a question to discuss in our next meeting.

I strongly recommend using some of these guides, like the mapping tutorial:

<http://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial>
<https://dmcwo.github.io/research-tips/find-the-guides/>

Week 8: Connecting your engagement at your site with your final paper

WRITTEN ASSIGNMENT (Due Sunday, November 25, at 11:59PM):

Submit two full pages of your research paper, fleshing out at least one main point. Structure your paragraphs well, i.e. using topic sentences, citing supporting evidence and linking it to your point, etc. Cite at least two peer-reviewed sources. Remember that my feedback will be better the more developed these pages are.

Include a brief reflection (about 1 paragraph) describing why your research topic interests you and how it connects to your internship. You may find it helpful to imagine you're at a job interview – how to you communicate your personal interests, and how well can you make connections between your academic work and your professional work?

Remember to include a question to discuss in our next meeting. No additional reflection is required.

Week 9: Reflection on personal development from your internship experience and this course

WRITTEN ASSIGNMENT (Due Sunday, December 2, at 11:59PM):

Discuss a few valuable lessons you've learned from your internship and the readings in this course. What have you learned, and how are these lessons valuable to you? What kinds of skills or knowledge have you developed over the course of your academic career that helped you in your internship (for example, have your writing skills helped you communicate? Have your research skills helped you develop a knowledge of your field and answer some of your own questions on the job? What about managing projects, papers, and working on team projects, etc.?)

Remember to include a question to discuss in our final meeting. If we've already had our final meeting, include a question you'll consider as your internship comes to an end.

Week 10: Conclusion

Final research paper and signed timesheet due FRIDAY, December 7, at 5PM.