

UCLA Center for Community Learning

History 195CE

2020-2021

Faculty of Record: Katherine Paul

Internship Coordinator: Amber Withers

Center for Community Learning

A265 Murphy Hall

Email: [awithers@college.ucla.edu](mailto:awithers@college.ucla.edu)

Office Hours: Tuesdays and Wednesday, 10 am-2:30 pm and By Appointment

CCL office: (310) 825-7867 CCL Fax: (310) 267-2482

CCL office email: [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu)

OVERVIEW:

The Department of History and the Center for Community Learning offer History 195CE for 4 units for a letter grade or on a pass/no pass grading basis. History 195CE is an opportunity to apply critical thinking and research skills obtained through your university education to your internship experience. We'll stretch history beyond the classroom, and in your weekly papers and bi-weekly meetings, placing ideas and concepts from your internship and chosen field within their historical context. By the end of the quarter you should have an appreciation for the experience garnered from your internship, as well as a greater understanding for the application of history beyond the university (through fields such as public history) and the importance of civic engagement.

This course requires active participation at an approved off-campus field site (with remote work approval), weekly response papers, biweekly discussions with the History Coordinator, and a final research paper. You will also be assigned a faculty sponsor (Katherine Paul).

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, and public history; ☐
- 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 History 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. Discussion Sessions (20%)
2. Weekly Response Papers (40%)
3. Final Research Paper (40%)

#### REQUIRED FORMS:

1. Course Contract created by you and signed by your site supervisor
2. Signed Liability Waiver
3. Signed timesheet documenting 80-100 hours worked at an off-campus site

#### Grading Scale

You must earn at least a 73% overall for a passing grade if you take the course P/NP.

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

Discussion Sessions (20% of your grade)

**Using Zoom Video Conferencing:** You are required to use Zoom (<https://ucla.zoom.us/>) for your biweekly meetings, so take the time to familiarize yourself with it by thoroughly reading the step-by-step instructions found here: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>. You will access your Zoom meeting space in one of two ways: (1) Log in via the app after you have followed the instructions to initially download, install, and login. Then enter the meeting number provided by your instructor at the time set for the meeting. (2) Copy and paste the URL (or click on the web link) provided by your coordinator at the time specified for the meeting. Launch the app (after initially downloading, installing, and logging in), and you will enter the meeting immediately. You may choose to use Zoom on your mobile device or computer. **Your video MUST be on during your meetings.**

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](mailto: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 your grade)

Submit 2-3 page response papers (double-spaced, 12 point font, 1 inch margins) via the course website by 11:59PM on Sunday beginning Week 2. 2 pages is the minimum, but it is likely that you will need all 3 pages to cover all aspects of the prompts. At the end of each response, include 1 discussion question/comment that could serve as a point of departure for our discussion sessions. You need to turn in 8 response papers total. Each weekly paper is worth 10 points. Response papers are docked 2 points for each day they are late. **All work must be submitted to pass even if it is too late to receive any credit. Submitting more than two papers over one week late is grounds for automatic “No Pass” if you are taking the course P/NP.**

These papers should offer detailed reflections about your experience in the workplace and how it relates to history. While you write, you will think critically about how history relates to the contemporary world. I have provided prompts to guide your analysis on the schedule of assignments at

the end of the syllabus. **Review your papers for grammatical/spelling errors/ typos before you submit them. Papers that contain many careless errors will not receive full credit.** Pay attention to the directions for each particular assignment, as they vary from week to week.

I will only accept your assignments via our course website. You must upload your assignments to our course website in order for you to pass the course. Feel free to submit your papers early.

#### Final Research Paper (40% of your grade)

Using at least 5 sources, complete a research paper of 8-10 pages (double-spaced, 12 point font, 1-1.5 inch margins) due at 5:00PM on Sunday of Week 10. This assignment asks you to examine a topic inspired by your internship. This is not an extended response paper; rather, you should develop a research-based argumentative analysis that uses historical approaches. See the final pages of this syllabus for further instruction. You must use a minimum of 5 total sources, with at least 3 academic sources (such as academic book chapters or academic journal articles) and 2 reputable edited popular sources (such as newspaper/magazine articles). **Late papers will be docked 1/3 of a grade for each day late.**

I will only accept the final paper via our course website.

Additionally, students must complete the following requirements:

#### Time Sheet

**Internship Hours and Timesheet:** To pass the course, interns must work remotely for their internship site at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week). If you know that you must miss more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship coordinator know right away 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 internship coordinator as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty.

You will submit a scanned copy of your signed, tallied time sheet on the course web site week 10.

#### Liability Waiver

Available at the CCL office and required by UCLA for off-campus work. You must submit a signed form ASAP once you are enrolled in the course.

\*\* Be advised that your internship will be notified at any point in the quarter if you are in "No Pass" territory or if you withdraw from the course. You should also know that regardless of student status, all site supervisors are contacted at least twice during the term for mandatory check-ins. \*\*

#### ADDITIONAL POLICIES:

Academic Integrity

All policies in the UCLA Student Code of Conduct regarding academic integrity 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. UCLA's complete policy regarding academic integrity can be found on the website for the Office of the Dean of Students:

<http://www.studentgroups.ucla.edu/dos/>

#### 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: <http://www.osd.ucla.edu>.

#### Required Sources

1. CCL Welcome Packet
2. Alexandre Frenette, "From Apprenticeship to Internship: The Social and Legal Antecedents of the Intern Economy."
3. "Who Gets the Best Jobs?" a BBC documentary
4. "What is Public History" from the National Council of Public History website
5. Thomas Bender, "How Historians Lost Their Public," *The Chronicle of Higher Education*
6. Marianne Babal, "Sticky History: Connecting Historians with the Public," *The Public Historian*, 32 (4): 76-84.
7. John Green, "Globalization" Parts I and II from Crash Course World History by Khanacademy (videos, approx. 10 minutes each)
8. "How Racism is Shaping the Coronavirus Pandemic" by Isaac Chotiner
9. "How the coronavirus is surfacing America's deep-seated anti-Asian biases" by Li Zhou
10. "6 Lessons We Can Learn From Past Pandemics" by Lisa Marshall
11. "History of Major Epidemics and Pandemics" by Geo History
12. Howard Zinn, "Introductions" from *The Politics of History*
13. John T Seaman Jr. and George David Smith, "Your Company's History as a Leadership Tool"
14. William Cronon, "Only Connect..." from *The American Scholar*
15. Teofilo Ruiz, "On the Record," *The Daily Bruin*, October 2010.

#### SCHEDULE OF ASSIGNMENTS:

**Week 1 – No Assignment Due – Complete Enrollment Paperwork! This includes the course contract and liability forms. You are not enrolled in the course until we receive the complete contract. Begin**

**readings for the first assignment, due the Sunday after week 2. All weekly assignments are due by 11:59 Sundays.**

### **Week 2 Response Paper Due: Sunday after Week 2**

Prompt:

Part 1: 1-1.5 pages

One of the defining traits of a history paper is that it traces change over time. Specifically, history papers look at turning points within a defined time frame in order to shed light on a certain topic or idea. After reading Frenette's "From Apprenticeship to Internship," identify the historical argument of the article. In other words, what is Frenette's main message? How does he use history (change over time) to accomplish this goal? You can answer this question by identifying one or two key turning points in the history of internships. What is the change, when did it happen, and why is it important?

History is not only about analysis using chronology. Historians also consider multiple perspectives. How do different perspectives explain the concepts of diversity and social responsibility in the "Who Gets the Best Jobs?" Specifically, give an example of someone in the documentary who supports the status quo of the current system. What evidence is used? Then give an example of a person (or field/company) that is trying to recruit students from underrepresented classes. What are the challenges of this recruitment? Discuss using examples from the educator/employer's point of view as well as from specific interns' perspectives.

Part 2: ~1/2-3/4 of a page

Read the CCL welcome packet, which includes selections from The Successful Internship. Answer these questions: What did you learn from "The Successful Internship?" What interest do you have in this field / company? Lastly – and please be honest – how do you feel history is related to your internship and the field of your internship?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

### **Week 3 Response Paper Due: Sunday after Week 3**

Last week, we explored history as a discipline that students change over time, using the history of internships as a case study. This week, we shift our focus to defining public history and examining particular methods and qualities of public history. For the purposes of this class, we can say that academic history refers to work created by specialists (usually those with a PhD in history) for other specialists.

**Read:**

"What is Public History" from the NCoPH website. <http://ncph.org/cms/what-is-public-history/>

Thomas Bender's article "How Historians Lost Their Public"

Marianne Babal's article "Sticky History: Connecting Historians with the Public."

**Watch:**

“Globalization” Parts I and II from Crash Course World History by Khanacademy. (Each video is about 10 minutes long.)

Part 1: <http://www.youtube.com/watch?v=5SnR-e0S6lc>

Part 2: [http://www.youtube.com/watch?v=s\\_iwrt7D50A](http://www.youtube.com/watch?v=s_iwrt7D50A)

**Prompt:**

According to the NCoPH website, what is public history? How is it used, and what is its purpose? According to Bender, how has the role of historians in the public sphere changed over time? What is the purpose of “synthetic” history? How does Babal define public history in her article? What is “sticky” history? Do you think synthetic history and sticky history are effective tactics for practicing public history? Are these qualities (or other qualities of public history) present in the Crash Course videos? What does the host, John Green, say about history? How do the concepts of diversity and social responsibility in history manifest in the videos?

Finally, analyze how your company communicates its history or the history of the field at large to stakeholders. How do these representations of history help to indicate goals for the present and future of your organization? Make sure that you cite evidence in your analysis, such as your company’s website, press coverage, or other public documents.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 4 Response Paper Due: Sunday after Week 4**

The majority of you have interpreted a piece of writing for a GE course, if not for your particular major. However, public history takes on many shapes and forms. And with respect to public history, we are certainly all witness to the global events of the coronavirus and the racial injustice facing by Black people in America. The coronavirus pandemic has affected millions of people worldwide. In the wake of COVID-19 pandemic and racial unrest related to unnecessary murder of unarmed African-Americans in the United States, it is wise to review how pandemics and race have intersected throughout history. The spread of the virus has had severe racial implications as it disproportionately affects African-Americans in the United States. Additionally, the Asian origins of the coronavirus are resurfacing many anti-Asian and historically xenophobic attitudes in America in 2020.

**Read:**

“How Racism is Shaping the Coronavirus Pandemic” by Isaac Chotiner

“How the coronavirus is surfacing America’s deep-seated anti-Asian biases” by Li Zhou

“6 Lessons We Can Learn From Past Pandemics” by Lisa Marshall

**Watch:**

“History of Major Epidemics and Pandemics” by Geo History

**Prompt:**

How have race and pandemics intersected throughout history? According to the articles, examine in detail some of the racialized beliefs held by white Americans about African-Americans and Asian-Americans relationship to diseases and epidemics? What is “extinction theory” and how have racist white responses to health crises responses to Native American and African-Americans? Why are human “bodies” not different and what is the subtext of racializing bodies in medicine and health? Describe how the “forever foreigner” trope and the myth of the model minority have affected Asian Americans in this current moment. What are some proper responses, based on history that one can apply to better understand the ongoing coronavirus pandemic? What are some of the benefits **and** drawbacks of the “History of Major History of Epidemics and Pandemics” video?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 5 Response Paper Due: Sunday after Week 5**

\* Note that this week’s prompt has two parts and will likely take you the full three pages

Part 1. Research and explain the HISTORY of the industry or field in which you work. Please include one paragraph on the history of your specific organization and how it fits into the greater history of this field. If possible, please also discuss the history of the specific project(s) you are working. Other questions to consider: Have historical trends (such as globalization, technological developments, etc.) and events (such as World War II, Presidential Election, 9/11, and so on) affected the development of your field? If so, how? And how has your field adjusted to meet the changing needs of society? Please cite one academic source (book or journal article) and 1 newspaper or magazine article.

Part 2. After writing at least two pages addressing this week’s response paper topic, outline two potential topics for your final research paper (see guidelines at the end of the syllabus). Be sure to indicate how each topic has been inspired by your internship experience and connects to the discipline/practice of history. We will be discussing your research paper ideas during your next office hours meeting and a formal proposal will be due at the end of Week 7.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience. You can also ask me specific questions about developing your research paper.

**Week 6 Response Paper Due: Sunday after Week 6**

Prompt: In chronological order, read **BOTH** introductions to Howard Zinn’s 1990 Second Edition of *The Politics of History*, in chronological order. What is Zinn’s major argument in each section? How does the second introduction expand on the first introduction? According to Zinn, what is “socially responsible” history?

**CHOOSE 2A OR 2B****PART 2A (~1.5 pages)**

Read Vinson Cunningham’s “Making a Home for Black History” from *The New Yorker*. Briefly tell the story of the museum—which opened September 24<sup>th</sup>, 2016—citing the challenges it faced, the



strategies used by its curators, and its mission/vision. Next, explore the National Museum of African American History and Culture's website, and discuss a collection or object. How do you think the collection/object serves the vision of the museum?

OR

### **PART 2B (~1.5 pages)**

Read Seaman and Smith's "Your Company's History as a Leadership Tool." According to the authors, why is historical perspective vital to a company's success? Cite two examples from the text that describe how historical perspective helped a particular company. How do the authors relate history to good leadership? Be specific. How does this relate to Zinn's concept of socially responsible history?

Finally, reflect on your duties at your internship site and the work of the organization. Are you socially responsible at your internship? Does the company have explicit or implicit social responsibilities and/or social impact?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

### **Week 7 Response Paper Due: Sunday after Week 7**

\* Note that this week's prompt has two parts and will likely take you the full three pages.

Part 1: Indicate what research question you have decided to pursue for your final paper. Then find two scholarly articles relevant to your research and summarize those articles in at least 1 paragraph each. Be sure to indicate how each article has deepened your understanding your internship field and how it will inform the historical argument you will be making in your paper (see the end of the syllabus for paper guidelines).

Part 2. Interview one of your supervisors or co-workers at your site (but not another intern) about his/her personal history. Ask him/her six or seven questions, such as: What were a few of the formative events/people in your life that helped shape you into the person you are today? What did you learn in college that applies to the "real world?" How did you obtain your current position? What major issues have shaped your field over time? How would you describe the history of your organization's relationship to the Los Angeles community? Do you feel your position is a form of civic engagement? Where will you be in ten years and why? (Feel free to ask these, and/or design similar questions.) If applicable, you can ask questions strategically that will help you develop your paper topic.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings, your internship experience, or a question raised as the result of your interview with your supervisor.

### **Week 8 Response Papers Due: Sunday after Week 8**

Prompt: Submit the first two pages of your final research paper and a list of your sources with 1-2 sentences about how each source will help support your paper's argument. Your opening paragraph should include a clear thesis statement, underlined so that I can find it. Your sources should be presented with the bibliographical citation according to the Chicago Manual of Style.

(No discussion question required for this week)

**Week 9 Response Paper Due: Sunday after Week 9**

Prompt: The last response paper should be a reflection of your overall internship experience. Think critically about the tasks of you and your supervisors.

**Read:**

“Only Connect...” by William Cronon and

“On the Record” by Professor Teofilo Ruiz (Dept. of History) from The Daily Bruin  
[http://dailybruin.com/2010/10/11/on\\_the\\_record\\_101012/](http://dailybruin.com/2010/10/11/on_the_record_101012/)(NOTE: This link includes responses by several professors to the question “With so many careers geared toward specific technological fields, what is the value of a degree in the humanities or social sciences?” You are only required to read the response by Prof. Ruiz.)

After reading BOTH articles, answer the following questions in an essay format: According to Cronon, what has a liberal arts education meant historically? What does it mean today? What purpose does he say liberal arts education ideally serves in the community? Look at Cronon’s list of qualities of a liberally educated person. Which do you think you already possess? Need to work on?

According to Ruiz, how does a historical perspective help you become an engaged citizen? How does Ruiz view the role of education, and what factors should you consider in career selection? Do you agree with Cronon and Ruiz? Why or why not? Speaking from personal experience from your internship, what did you learn about your field? Would you continue on in the field? Why or why not? Lastly, how has your view of History changed from the beginning of the quarter?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience and future plans.

**Final Research Paper:**

Papers are due no later than 5pm on Sunday of Week 10. Please upload the final paper to our course website.

The research paper should be a thoroughly investigated, objective exploration of an aspect of your internship or field that will ultimately make an informed and analytical argument. Since you are enrolled in History 195CE, you need to think like a historian when you write this paper. Historical approaches to research include tracking how trends have changed over time, and examining how a particular historical event leads to changes in culture and society. Historians also frequently enter into debates based on varying interpretations of historical evidence. Your research paper should be guided by one of these approaches, focusing on analyzing the past or analyzing how the past shapes the present (rather than speculating about the future). If you have questions about how to frame your research topic historically, please let me know.

The best way to start your research paper is to read through a number of sources related to a topic inspired by your internship, and then create an argument based on that evidence. Outline your paper before you start writing. Remember: All papers must have a THESIS STATEMENT, stating the argument

of your paper. Papers without thesis statements will not pass the course. If you have questions regarding what constitutes a thesis statement, please let me know.

Format:

- 8-10 pages, double-spaced
- Header that includes your name, History 195CE, Term date (Fall/Winter/Spring/Summer), and my name. This should be SINGLE SPACED, at the top left/right corner of the page. Headers are not meant to take up precious writing space.
- Original title that reflects the content of your paper. ☒
- Page numbers.
- Times New Roman (or “normal” equivalent) , 12pt font, normal margins (1-1.5 inches) ☒
- Cite at least five academic and journalistic sources (journals, books, magazines, or newspapers) using Chicago Manual of Style (CMS) footnotes. Three out of five sources MUST be academic (book or journal) sources. Feel free to contact me to discuss if a particular source is academic or journalistic.
- You must use Chicago Manual of Style footnotes, NOT parenthetical references and NOT Endnotes. Historical papers always use CMS. I understand that this will be the first time many of you will be using CMS footnotes. You can find detailed formatting instructions here: <https://owl.english.purdue.edu/owl/resource/717/01/>

**Please Note:**

Article databases such as Jstor.org and Project Muse are extremely helpful in finding sources and can be accessed through the UCLA library computers or a proxy server.

Wikipedia and blogs are not acceptable sources, as they are not all verified. Other online encyclopedias (i.e. Encyclopedia Britannica) are also not accepted sources because they are not college-level resources. Please ask me questions if you are unsure how to find acceptable sources.

**Recommended Writing Tools:**

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

The Elements of Style – Strunk and White <http://www.gutenberg.org/ebooks/37134> The Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/home.html>

**Good Research Sites:**

JSTOR; Google Scholar; Project Muse

Please note: you may gain access to these articles free of charge by using the BOL proxy server or with the BOL VPN. You have to download them onto your computer. Personally I have a more streamlined experience with the VPN. For more info go to:

<https://www.bol.ucla.edu/services/proxy/>

or

<https://www.bol.ucla.edu/services/vpn/>

I HIGHLY RECOMMEND getting research guidance from a UCLA librarian. You can schedule an appointment at the Inquiry Lab at Powell here:

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

Additionally, you have access to 2 writing centers at UCLA for this course. There is the undergraduate writing center AND the Department of History writing center. Your tuition pays for these services, so it is to your advantage to use them!

#### **Undergraduate Writing Center**

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

#### **History Writing Center**

<http://www.history.ucla.edu/academics/undergraduate/history-writing-center>

Please note: Both centers require appointments, and it is likely that they are most busy at the end of the quarter. Plan accordingly.