

Sociology 403
SOCIOLOGY INTERNSHIP
Spring 2019
Cramer Hall 265

Maura Kelly, PhD

Email: maura@pdx.edu

Office: Cramer 217 R

Office hours: Wednesdays 11:00-1:00 and by
appointment

Tina Burdsall, PhD

Email: tdb@pdx.edu

Office: Cramer 217

Office hours: Tuesdays 11:00-12:00 and by
appointment

COURSE DESCRIPTION

This is a course designed to help students explore the relationship between classroom learning and practice; encourage students to explore their own career objectives; and prepare students for professional employment. Students will be asked to use the knowledge they have gained through academic coursework to reflect upon what they observe at their internship sites. Each student's internship will also almost always broaden their experience with diversity and deepen their sense of social responsibility. Student interns will work at their assigned internship sites for 8-10 hours per week for 10 weeks, complete reading and writing assignments designed to make connections between their internship site and sociological scholarship, as well as meet face-to-face six times to discuss experiences in the internship and explore connections to scholarship (Wednesdays 5:30-6:30pm on April 3, April 17, May 1, May 15, May 29, and June 12.).

COURSE REQUIREMENTS

- 50% Student and supervisor final reflection of work at internship site
 - Students will complete a self-evolution in their final reflection paper at the end of the term.
 - Supervisors will be asked to formally evaluate students' work at the internship at the end of the term.
- 30% Reading and writing assignments: there are six sets of reading and writing assignments.
 - Written assignments due before each class meeting (see dates in syllabus)
- 20% Attendance and participation in in-class meetings
 - Students are expected to attend all six class meetings; if you are unable to attend a class meeting, contact us to arrange alternative work.

COURSE SCHEDULE

Week 1

Assignments

- Read (prior to first day at internship site): Internship code of conduct (See PDF on D2L)
- Read (prior to first day at internship site): Review the website of your organization: [PSU Sociology, Jobs with Justice, Unite Here Local 8](#)
- Read (prior to first day at internship site): Mills, C. Wright. 2000. "The Sociological Imagination" (See PDF on D2L)
- Read (prior to first day at internship site): Cole, Nicki Lisa. 2018. "Understanding the Sociological Perspective" *ThoughtCo* [LINK](#)
- Write (prior to first day at internship site): Initial reflection paper (due Wednesday April 3 by 5:30pm via D2L)
- Write: Internship plan (due Sunday April 7 by midnight via D2L)

Initial Reflection Paper

Answer ALL of the following questions in a cohesive essay, drawing on the readings for this week. Papers must be 500-900 words.

- Drawing on this week's readings and your previous reading in sociology, what does it mean to you to take a sociological approach to understanding your field site?
- What have you learned in your previous sociology courses that will be relevant for this internship?
- Drawing on your review of your organization's website (and any prior experience with your organization), what do you already know about your internship site?
- What do you want to learn about your organization?
- What do you expect from this experience? What needs to happen for this to be a positive experience for you?

Internship plan

This internship plan outlines what you commit to doing in the course of your internship. Discuss questions 5, 6, and 7 with your supervisor during week 1. Answer in short answer, rather than in essay form.

1. Your name:
2. Your internship site:
3. What days/times have you committed to being at your internship site:
4. Your internship supervisors name and email:
5. Based on your discussion with your supervisor, how will you contact your supervisor if you have to miss work?
6. Based on your discussion with your supervisor, what projects/tasks will you complete as an intern?
7. Based on your discussion with your supervisor, what additional expectations does your supervisor have for you?
8. What are you committing to doing for this project? How will the faculty internship supervisors and I know if you have done your best work for this internship?

Week 3

Assignment

- Read: Avent-Holt, Dustin and Donald Tomaskovic-Devey. 2019. “Organizations as the building blocks of social inequalities” *Sociology Compass* [LINK](#)
- Read: Schultz, Kirsten. 2017. “The Top Ten Ways Your Social Justice is Exclusionary” *Medium* [LINK](#)
- Write: Paper on race, class, and gender and social justice in your internship site (due Wednesday April 17 by 5:30pm via D2L)

Race, class, gender and social justice paper

Answer ALL of the following questions in a cohesive essay, drawing on the readings for this week as well as your conversations and observations (including organizational materials) at your internship site. Papers must be 500-900 words.

- To what degree are there discussion of race, class, and gender within your organization? Are any of these prioritized?
- To what degree does the organization take an intersectional perspective (looking at race, class, gender, and other forms of inequality simultaneous)?
- How does the organization present itself to the outside world and how does it look from the inside?
- To what degree does the organization enact social justice related to race, class, and gender?

Week 5

Assignment

- Read: Winslow-Bowe, Sarah. 2007. “Work–Family Intersections” *Sociology Compass* [LINK](#)
- Read: Thompson, Derek. 2013. “How Did Work-Life Balance in the U.S. Get So Awful?” *The Atlantic* [LINK](#)
- Investigate: Talk to at least two people in your internship site about work family conflict (see prompts for paper below).
- Write: Paper on work/life conflict in your internship site (due Wednesday May 1 by 5:30pm via D2L)

Work/life paper

Answer ALL of the following questions in a cohesive essay, drawing on the readings for this week as well as your conversations and observations (including organizational materials).

Papers must be 500-900 words.

- How easy or difficult is it for the paid staff at your organization to balance work and family?
- What policies and practices are in place that make work/life conflict better and worse
- Now consider the people your organization serves (workers, union members, students): how easy or difficult is it for the people your organization serves to balance work and family?

Week 7

Assignment

- Read: Eggers, Dave. 2013. “We Like You So Much and Want to Know You Better” *New York Times* [LINK](#)
- Read: Marres, Noortje. 2017. “Digital Sociology: The Reinvention of Social Research” *Sociology Lens* [LINK](#)
- Write: Paper on technology in your internship site due Wednesday May 15 by 5:30pm via D2L)

Technology in the workplace paper

Answer ALL of the following questions in a cohesive essay, drawing on the readings for this week as well as your conversations and observations (including organizational materials).

Papers must be 500-900 words.

- Briefly describe what kinds of technology (e.g. software, social media) your internship site uses (and for what purposes)?
- How is technology changing how the organization works? How is it changing working relationships among staff?
- How is changing working relationships between staff and the people your organization serves (workers, union members, students)?

Week 9

Assignment

- Read: Review definitions of sociology concepts as needed from the “Sociology Dictionary” [LINK](#)
- Write: Paper on applying ten sociological concepts (due Wednesday May 29 by 5:30pm via D2L)

Applying sociological concepts paper

Describe your internship site organization from a sociological perspective in essay form, using least *ten* sociological concepts (see suggested concepts, below). **Bold** each key concept. For each concept, make sure you are using it in the *sociological* sense, not in the everyday use of the word. Papers must be 500-900 words.

See suggested concepts on the next page

Applying sociological concepts paper (continued)

- Inequality, discrimination, prejudice, power, privilege, bias, marginalization
- Intersectionality
- Gender, sexism, masculinity, femininity, androgyny, transgender, non-binary gender
- Sexuality, heterosexism, heteronormativity, sexual minority, queer, lesbian, gay, bisexual, pansexual
- Class, classism, elitism, wealth, poverty
- Race, ethnicity, racism, institutional racism
- Immigration, undocumented workers
- Age, aging, ageism
- Institutions, organization, hierarchy, authority
- Glass ceiling, work/family conflict, double standard
- Public sphere, private sphere
- Primary socialization, secondary socialization
- Status, achieved status, ascribed status, role
- Norms, values, customs, beliefs, ethics, culture, deviance
- Ideology, reification
- Democracy, citizen, citizenship, law, crime
- Capitalism, division of labor
- Durkheim: Anomie, collective conscience, rituals, protestant ethic, social fact
- Weber: The iron cage of bureaucracy
- Marx: Species being, alienation, exploitation, material dialectic, class consciousness, false consciousness, reproductive labor,
- DuBois: Double consciousness, the color line
- Bourdieu: Habitus, fields, social capital, cultural capital, economic capital
- Habermas: Technocratic consciousness
- Goffman: Identity, impression management, presentation of self, backstage, frontstage
- Foucault: Discourse, biopower, discipline, total institutions, panopticon
- Gramsci: Hegemony, philosophy of praxis
- Freire: Pedagogy of the oppressed, praxis
- Hochschild: second shift, emotional labor,
- West and Zimmerman: doing gender
- Risman: gender as structure
- Collins: outsider within, controlling images
- Acker: Inequality regimes

Finals Week

Assignment

- Read: Your initial reflection paper (available via D2L)
- Write: Final reflection paper (due Wednesday June 12 by 5:30pm via D2L)
- Write: Resume/CV updated with internship information due Wednesday June 12 by 5:30pm via D2L and **bring hard copy to class**)

Final Reflection Paper

Before writing your final reflection paper, re-read your first reflection paper. Then answer ALL of the following questions in essay form. Papers must be 1000-1800 words.

- What did you learn about your internship field site since you wrote your first reflection paper?
- What kinds of projects and tasks did you complete? (Provide an overview, rather than a lot of detail about every project and task).
- What will you take from this experience as you move forward with paid work?
- What were the most positive aspects of this experience? What were the most challenging aspects of this experience?
- To what degree did you meet the goals for commitment to the project that you described in your first reflection paper? Did you do your best work?
- What advice would you give another sociology who is going to complete an internship?
- What grade would you give yourself for this course?

COURSE POLICIES

Instructor availability

Both Dr. Kelly and Dr. Burdsall are available to answer questions during office hours, via email, or by appointment. We will NOT be checking your emails over the weekends. It is your responsibility to ensure that your important messages are received in a timely manner - do not wait until just before an assignment is due and expect an immediate response. Just as we will not give you "pop" quizzes, you cannot give us "pop" emails.

Confidentiality

In respecting each other's experiences and creating a safe environment, students should maintain confidentiality at all times. Students' individual experiences regarding class may be discussed with friends and colleagues outside of class. However, students may not discuss other students' experiences, and must refrain from using any identifying information about their colleagues. As the instructors we reserve the right to break confidentiality if we are concerned about a student's mental or physical well-being. If you become concerned about another student, please contact us directly.

Participation

This class is designed for students to do individual work as well as to learn from one another. Participation in the class activities is therefore mandatory. Additionally, participation in this course requires that your participation is thoughtful and respectful.

Written work

Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences. All written work should be prepared in a recognized citation format (either ASA or APA), including proper citations and references. Due dates will be strictly enforced. Please see each assignment for due dates.

Academic Integrity

Students are expected to maintain the highest standards of academic integrity. Cheating or plagiarism will not be tolerated. The University describes academic dishonesty in the Student Code of Conduct as “the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information; (g) Falsification of research data; and (h) Unauthorized collaboration.” Students who are caught breaking the student code of conduct will be reported to the Office of Student Affairs and receive a zero on any relevant assignments.

Defining plagiarism

- According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.”
- How to avoid plagiarizing
 - Rule #1: If you use another person’s ideas, you must cite your source (author last name and year)
 - Rule #2: If you use another person’s exact words, you must put those words in quotation marks as well as cite your source (author last name, year, and page number)
- If any portion of your assignment includes plagiarized material, you will fail the assignment and you will be reported to the university. If in doubt, cite the source!

Examples of plagiarism and appropriate citations

Text from original source: Karen's transgressive campiness is also manifest in her flagrant sexuality.

Plagiarism

- Karen's transgressive campiness is also manifest in her flagrant sexuality. [copy and paste, no quotation marks, no citation]
- In *Will and Grace*, Karen's transgressive campiness is shown in her flagrant sexuality. [almost identical language, no citation]

Appropriate citation

- Karen's sexuality is subversive and campy (Cooper 2003) [paraphrased, with citation]
- The character of Karen shows "transgressive campiness" (Cooper 2003:519). [phrase quoted, with citation]
- Cooper stated, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (2003:519). [full quote with citation]
- As one scholar observed, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (Cooper 2003:519). [full quote with citation]

Support Services

Students who would like assistance writing, formatting, or proofreading their written work should visit the PSU Writing Center. This is important for all written work. This is a free resource, though it does get busy towards the end of the quarter so it is important to make appointments early. Students may schedule regular appointments for assistance throughout the quarter. <http://www.writingcenter.pdx.edu/index.php>

For additional support services and study skills assistance students may refer to the Skills Enhancement and Tutoring Center (SETC), also a free resource for all PSU students. <http://www.pdx.edu/tutoring/>

Students who need assistance locating academic resources should consult the PSU Millar Library.

If you are struggling specifically with this class, please contact us during office hours or via email. As a college student, the expectation is that you will reach out to your professors when you need help – do not expect your professors to contact you if you miss an assignment or your grades are slipping.

If you decide that you wish to withdraw from the class, please keep these important dates in mind: <https://goo.gl/78ezPE>

If you find that you are struggling (whether it is to successfully pass your courses this term, experiencing barriers to education due to a disability, or just feeling stressed) there are many resources for you to connect with. I would recommend starting with the resources listed here: <https://my.pdx.edu/students/resources-across-campus>

Food insecurity is a real issue for many students. If you are experiencing food insecurity, there are resources for you: <https://www.pdx.edu/student-access-center/>

The PSU Food Pantry is open Monday - Friday from 12:30-2:30 in SMSU 047A. You can get 5 items daily.

Harvest Share is at noon on the 2nd Monday of every month, outside Shattuck Hall in the Park Blocks.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify us. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact us to make sure that we have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Title IX Reporting Obligations and other Mandatory Reporting

As instructors, one of our responsibilities is to help create a safe learning environment for students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our college and classes. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. Please be aware that as faculty members, we have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination as well as abuse of infants and children, people who are elderly or dependent, individuals with mental illness or developmental disabilities, and residents of nursing homes and other health care facilities. If you would rather share information about sexual harassment, sexual violence, abuse to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: <http://www.pdx.edu/sexual-assault/get-help>. For more

information about Title IX, please complete the required student module **Creating a Safe Campus** in your D2L.