**Sociology 4932**

**Internship for Health, Care, and Resilience Certificate**

**Fall 2020**

Instructor: Glenda Walden

**Zoom Office Hours for Glenda**: Tues and Thurs 2-3pm, other hours as announced, and by appt

**Email:** [Glenda.Walden@colorado.edu](mailto:Glenda.Walden@colorado.edu) or email through the Canvas site “inbox” icon (preferred)

**Course Description:**The Internship Course for the Health, Care, and Resilience Certificate, housed in Sociology is designed to offer hands-on experience in the world coupled with sociological analysis of that experience. In addition to the internship hours (90 for 3 units over the semester), the student writes reflection and analysis papers, participates in online and one on one with instructor discussions, completes an extensive self-evaluation, and turns in a revised resume incorporating their experience and professional development.

**Course Prerequisites:**

Acceptance into the Certificate Program and instructor approval upon receipt of contract.

**Course Objectives**: It is my intention that you not only gain experience within your chosen field, but also that you are given the opportunity and resources that will facilitate your self-reflexive and deeper understanding of that experience and the organization with whom you participated grounded in literature and theory in the field of study, and that you have products that will support your next steps of professional development.

**Course Requirements**

* Work at internship site (or remotely): minimum of 90 hours. This must be completed within the enrollment period
* Initial reflection and topic exploration paper (4 hours)
* Final Internship Paper (approx. 20 hours finding sources, reading, gathering observations and analyzing, and writing paper)
* Online discussions-at least 3 posts and 3 responses (3 hours)
* Utilize Career Services resources for Resume update exercise (4 hours)
* Completion of Internship Experience Evaluation form on CANVAS (2 hours)

**Course Policies and Environment:**

**General Policies**

* If you contact me via email, **you MUST put “4931” in the subject line so that I can identify your emails and respond to them in a timely manner.  Contacting me through the Canvas class site email gets a faster notice.** If you do not use this subject line, I cannot guarantee a response to your email.  I get lots of spam and non-critical emails, and your email may be inadvertently deleted if I cannot identify it by the subject line. I typically do not check email on weekends.
* You are responsible for material and announcements presented on Canvas site and in emails. If a due date or other administrative changes are announced, that will supersede the “tentative schedule” found in this syllabus. Please make sure you are checking email and Canvas regularly for such announcements.
* Late papers and assignments are not accepted. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty.
* Please keep all returned work in the event that you have a grade dispute at the end of the semester.  If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.
* **Religious Holidays--**Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=529946df7916528f05f30eccc999d1290cf22e725bca01805128756c2b6756fde967fc82e6f3a97e) for full details.
* **Classroom Behavior**—This applies to online and email interactions as well. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://click.communications.cu.edu/?qs=529946df7916528fb20d9322c9e349b9c4670f666e6f5290485b955747d689be993d95d4ca52fc07) and [the student code.](http://click.communications.cu.edu/?qs=529946df7916528f65df7cf5eae2803392557bb0924fe087640686d9fa574fd3da5b6a5af65a5e87)
* **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**-- This applies to our online interactions as well as the environment you experience at your internship site. We are committed to your safety and well-being. Please communicate any situation or interaction that causes concern or discomfort for you. As a “mandatory reporter” I will be required to report the incident to the OIEC, as we can address the situation through those channels. The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=529946df7916528f3284996ba71057efe53eaece4b912f42fb5a7cee7b30b605930c01046d6cd628).
* **Honor Code**--All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=529946df7916528f4d6b86f372becae9f02963da09b6c6f7329cc71e86703ad7a33955882b8ce110) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at[honorcode.colorado.edu](http://click.communications.cu.edu/?qs=529946df7916528ff43e701dd4af10042e7a89bb058744e4ff30250e1f76b1e3f997388d0458e881).
* **Learning Support and Accommodations**-- If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at[dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries](http://click.communications.cu.edu/?qs=529946df7916528fe5f56f6ff3449224a5aeb4cdafc4839752c80fbaac9cc6848f827f266e668dde) guidelines under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=529946df7916528f91e3480762eaf588fe6f106ae3dda83e87674355ad3200ac9521b080d098499f) and discuss your needs with your professor.
* **Requirements for COVID-19**: As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

● maintain 6-foot distancing when possible,

●wear a cloth face covering (over nose and mouth), especially when unable to maintain a distance of at least 12 feet,

● practice hand hygiene,

● follow public health orders, and

● if sick and

○ you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or

○ you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus (although this should not be an issue as this is a remote course).

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

In this class, if you are sick or quarantined, you need only let Glenda know you are unable to attend zoom class meetings or complete assignments by deadlines (within time frame stated on this syllabus) due to health reasons (specifics are not necessary) and arrange for alternatives with her.

**Course Objectives:** It is my intention that you not only gain experience within your chosen field, but also that you are given the opportunity and resources that will facilitate your self-reflexive and sociological understanding of that experience and the organization with whom you participated, and to be able to effectively communicate the skills you developed and the contributions you made through this internship experience. Also, I want to provide you with support in processing some of the potentially confusing, confronting, and difficult situations and insights that may arise. Toward that end I have chosen assignments, readings and made other resources available optionally that are designed to provide you with frameworks for possible understandings of your observations and experiences.

**Evaluation Components-**

Assignment % Points

Successful completion of internship hours as stated by supervisor on eval form 30

Internship Supervisor’s evaluation of work performance 30

Online discussions 5

Initial Ideas Reflection paper 5

Internship analysis paper 20

Internship self-evaluation 5

Resume/Vita revamp 5 Total 100

**Assignment Descriptions-**

You’ll notice there are no class attendance/participation points. However I will be holding in-person class every Tuesday for check-ins and assignment discussions. There will be 6 spots available in each week’s class (same topic for 2 weeks running). If you cannot make in-person class meetings or zoom office hours, we can always zoom meet to check in, connect and discuss assignment specifics.

**Online discussions-** There will be numerous discussion threads on CANVAS that you can participate in. You are expected to post in 3 different threads at least once and respond to at least one other student in 3 different threads.

**Initial Reflection Paper:**

For this paper you should discuss the organization with whom you are working, their mission, your duties, and your reflections about how this organization reflects or challenges and/or addresses issues of health, care, and resilience based upon your initial reading of 3 of the works listed in the reading list on canvas or from certificate courses 4062 and/or 4063.

**Final Paper Description: A detailed description of this assignment can also be found on CANVAS**

Large chunks of the first part of this paper can be copied and pasted from your first reflection paper. You will basically be doing a standard research paper or “participant observation study” to back up literature regarding some social process at play in your organization. Please follow ASA standards for citation and reference (guide on CANVAS) if you choose the participant observation option. If you choose the research paper option, the format should follow standard guidelines on CANVAS. The length of the paper should be around 15 pages and incorporate the basic readings on sociological perspective and topical articles on CANVAS as well as your literature review sources.

**Resume Update:**

You must work with Career Services to support your resume writing. They do drop-in and set appointments by zoom until COVID 19 restrictions are lifted. You can set up a zoom appointment here: <https://www.colorado.edu/career/about-us/make-appointment>. If you are unable to zoom with an advisor, Career Services has online resources for resumes.https://www.colorado.edu/career/students/resumes Please submit your revised or first time resume updated to incorporate your experiences, contributions, and skills development during your internship to Canvas dropbox.

**Experience Evaluation**

The form with prompts for this is posted on Canvas. Please thoughtfully address each of the questions. This is your opportunity to reflect on what you contributed and how you benefited from your internship experience and to evaluate your supervisor and the opportunities provided by the organization.

**Tentative Schedule and Due Dates:**

1. **Canvas Discussion Threads - Introduction as soon as possible then ongoing till 12/3**
2. **Hours completed by 12/7**
3. **Reflection/Ideas paper- 10/1**
4. **Resume update- 12/1**
5. **Self evaluation form (on Canvas)-12/7**
6. **Final Paper-12/9**

**Final Analysis Paper Description-also available on Canvas:**

Please follow ASA standards for citation and reference. The length of the paper should be around 15 pages in length and incorporate 6-10 (depending on book or article) readings from the below list, readings from socy 4062 and socy 4063, and your own literature search with more recent and specific articles to frame your analysis of your experience during your internship. It will likely include most of the previous papers-cut and paste is fine and not considered plagiarism for this assignment.

1. **Intro**
   1. Describe your organization, the mission, your role and duties.
   2. Introduce your guiding question or framework for analyzing your experiences and what you observed during your internship
2. **Findings and Discussion**
   1. Detail your specific observations and analysis of your internship experience framed by theories and concepts in the readings you selected and discovered in your literature search. Give examples that illustrate, contradict, and/or add to the themes in the readings with specific connections to the key ideas in those readings.
3. **Conclusions**
   1. Summation of your experience and observations, how they connect with, contradict, and/ or add to existing literature, and any personal insights or concluding comments you would like to make.

**Grading Criteria:**

Analysis of internship experience includes specific examples as they illustrate or take issue with key themes in the field and selected readings.

Analysis of observations is grounded in 8-10 (depending on how many books vs articles) of the readings and ideas of suffering and care and resilience from a sociological perspective.

Writer demonstrates facility writing a professional sociological paper according to standards in discipline (see other articles in Sociological journals and ASA/writing guidelines also posted on CANVAS)

**Possible Readings as starting point:**

**Choose some initial readings from the following list to generate ideas for the topic of your final paper. While these readings are older, they are classic or foundational for the understanding of the field of Care and Resilience. You should have skimmed or read 3 of the following by your first reflection due date so that you explore possible ideas that will serve as the basis for your literature review for your final analysis paper. I have bolded the most notable general works. (email Don Grant if you have difficulty finding any readings online)**

*What is Suffering?*

**I. Wilkinson, “What is Suffering?” 2005.—**Wilkinson’s book is available in electronic form on Canvas in your folder

L. Wenar, “Is Humanity Getting Better?” 2016.

**J. Auyero and D. Swistum, “The Social Production of Toxic Uncertainty.” 2008.**

P. Bourgois, “Violating Apartheid in the United States.” 2003.

E. Klinenberg, “Dying Alone: The Social Production of Isolation.” 2003.

N. Schepher-Hughes. “Delirio de Fome: The Madness of Hunger.” 1992.



*Have the Meaning and Portrayal of Suffering Changed Over Time?*

A. Kleinman and J. Kleinman, “The Appeal of Experience, the Dismay of Images: Cultural Appropriations of

Suffering in Our Times.”

D. Morgan and I. Wilkinson, “The Problem of Suffering and the Sociological Task of Theodicy.” 2001.

*Controversies: Do Digital Media Sensitize or Desensitize Western Countries to the Suffering of Distant Others?*

J. von Engelhardt and J. Jansz, “Distant Suffering and the Mediation of Humanitarian Disaster.” 2015.

**Video: S. Richards, “A Radical Experiment in Empathy”**

**(https://www.ted.com/talks/sam\_richards\_a\_radical\_experiment\_in\_empathy?language=en)**

*What is Care? Should We Study It?*

J. Tronto, “Care.” 1993.

M. Fine, “Individualization, Risk and the Body: Sociology and Care.” 2005.

*Who Has Traditionally Provided Care?*

E. N. Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor.” 1992.

**K. Abel, “A Historical Perspective on Care.” 2000.**

*What are the Different Types of Paid Care Work? What Motivates Individuals to Enter Care Occupations? How Valued is Care Work?*

R. Wuthnow, “Reasons to Care: The Multiple Voices of Modern Society.” 1995.

P. England and N. Folbre, “The Cost of Caring.” 1999.

*Controversies: Does Money Take the Care Out of Care Work? Does Humanitarian Aid Do More Harm than Good?*

J. Nelson, “Of Markets and Martyrs: Is It OK to Pay Well for Care?” 1999.



C. Calhoun, “The Imperative to Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action.” 2008.

*Design Thinking and Ideation: Generating and Framing Possible Solutions*

S. Hilgartner and C. Bosk, "The Rise and Fall of Social Problems: A Public Arena Model," 1988.

D. Snow and R. Benford, “Ideology, Frame Resonance, and Participant Mobilization.” 1988.

*How Has the Organization of Care Changed in Recent Times?*

J. Dizard and H. Gadlin, “The Transformation of Dependency.” 1990.

T. Knijn and M. Kremer, “Gender and the Caring Dimension of Welfare States.” 1997

*Is There a Care Deficit?*

**A. Hochschild, “The Politics of Culture: Traditional, Cold Modern, Post Modern and Warm Modern Ideals of Care.” 1995.**

**E. N. Glenn, “Creating a Caring Society.” 2010.**

*How Does the Meaning of Care Change When It is Performed Outside the Family?*

R. Wuthnow, “First Steps: From Family Ties to Specialized Caring.” 1995.

A. Smith and S. Kleinman, “Students’ Contact with Living and Dead.” 1989.

*How Do Care Workers Manage Their Emotions and Those of Their Clients?*

A. Hochschild, “Exploring the Managed Heart.” 1983.

**A. Hochschild, “Feeling Management: From Private to Commercial Uses.” 1983.**

*Controversies: Can and Should Care Work Be Rehumanized? Do Bureaucratic Care Systems Discourage Individuals From Taking Personal and Moral Responsibility for Others’ Suffering?*

**J. Martin, K. Knopoff, and C. Beckman, “An Alternative to Bureaucratic Impersonality and Emotional Labor: Bounded Emotionality at the Body Shop.” 1998.**

C. Heimer, “Responsible Individuals in an Organizational World.” 1998.

D. Stone, “Caring by the Book.” 2000.

D. Grant, R Erickson, C. Scheik, and B. Duckles, “Affirming Selves through Styles of Care: Revisiting Goffman and the Special Dilemma of Hospital Workers.” 2016.