**Internships in Community and Social Change**

**Exploration Term Project, January 2022**

GEN 299 29

**Instructor**

Katy Smith

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Class time: Thursdays, 8:30 – 10:00

Classroom: Humanities 317

Office: Norton 266

Office Hours: By appointment; we will connect on Teams

**Two Important Notes**

1) Please state your name before you speak.

2) Please no eating or drinking during class**.**

**Course Description**

Want to get out of the classroom and make a difference? Take advantage of this local internship opportunity that develops cultural competence, ethical leadership, and thoughtful community engagement. Students interested in exploring career paths and professional opportunities in community development, non-profit, educational, religious, interfaith, or other activist organizations should consider signing up for this project. Students will choose an internship from partner organizations including Church of the Reconciler, McCoy Adult Daycare, and Planned Parenthood. Students are also encouraged to find their own internships at community organizations in Birmingham or elsewhere. Internships may be in-person, virtual, or hybrid. Grade will be based on a 5-7-page critical reflection paper, weekly participation in an online reflection forum and class meetings, and the assessment of the sponsoring organization.

**Requirements**

Forms

All students must enter their internship information into Handshake and sign a release form. **I must receive your signed release form before you can begin the internship.** Please refer to my email from Jan. 3 providing details on completing these tasks.

Hours

Students must work approximately 30 hours per week at the internship site or doing off-site work for the organization, for a total of 120 hours over the term. In addition, there will be weekly class meetings **each Thursday from 8:30 – 10:00 a.m.**

Reflections

Students will reflect in pairs, dialoguing through short videos posted on Flipgrid. Video reflections are **due each week on Sunday at noon.**

Written work

A 5-7-page reflection paper is due on **Saturday, January 29**

Readings

Westley, Frances, et al. *Getting to Maybe: How the World is Changed.*Toronto: Vintage Canada, 2006. We will discuss the reading in our class meetings, and you may wish to refer to it in your reflections and final paper.

**Grading**

You will receive a letter grade for one until of E-term credit. Total possible points are as follows:

Reflections 30 (10 points each)

Class Participation 15 (4 points per class, plus one freebie)

Final Paper 30 A rubric will be provided

Employer Evaluation and Completion of Hours 20

Bonus Points (Resume) 3

Total Possible Points 103

**Schedule of Assignments**

**Thursday, January 6:** Class meeting 8:30 – 10:00

Read *Getting to Maybe* Ch. 1-3 for class. Pay special attention to the following topics: complexity, relationships, reflection, empathy.

**Sunday, January 9:** Reflections due by noon. See link on Moodle.

Why are you doing this internship? What goals do you have for yourself and your work? What are some specific things you want to learn, specific people you hope to talk to, specific skills you want to develop? (Your reflection partner can help you think about steps you can each take for achieving those goals!)

Now that you’ve wrapped up your first few days, what are you excited about? What are you nervous about? Is there anything you think you’ll be especially good at, or a task that will be a challenge? Make note of these things and revisit them at the end of the month to see if they turned out as you expected.

**Thursday, January 13**: Class meeting 8:30 – 10:00

Read *Getting to Maybe* Ch. 4-5 for class. Pay special attention to the following topics: power, Brazil’s response to the HIV/AIDS crisis

**Sunday, January 16:** Reflections due by noon. See link on Moodle.

Connect what you’re learning in your internship or our reading to your prior knowledge. For example, are you seeing real-world examples of concepts from some of your courses? How does that change your understanding of those concepts? Maybe you’re seeing different dynamics from what you expected based on previous knowledge; explain those differences and what might account for them. Maybe you see a connection between a novel, poem or painting you studied and your internship. Explain the connections you see between new knowledge and prior knowledge, **using specific examples from your internship**.

What new questions or views do you have based on this internship so far? How might you answer those questions or study those topics further?

**Thursday, January 20:** Class meeting 8:30 – 10:00

No readings for today. We will review the final paper prompt and have our resume session. If you have an existing resume, please bring it to class.

**Tuesday, January 25:** Resume due for feedback/extra credit **(optional)**

**Sunday, January 23:** Reflections due by noon. See link on Moodle.

Explain how the work of your organization connects to broader social issues. Why is there a need for your organization to exist, and for your specific project(s) you’re working on to happen? What are the multiple causes of the issues you’re addressing? Is your organization addressing one or many causes, and why are they focused on the causes and solutions they are (i.e., how did they determine the scope of their work)? How do you see strategies from *Getting to Maybe* being enacted? Or, which strategies do you think the organization should enact, and why?

How has this month has shaped your interest in future civic involvement, either as a volunteer, political advocate, or in your career?

**Thursday, January 27:** Class meeting 8:30 – 10:00

Read *Getting to Maybe* Ch. 6-8. Pay special attention to the following topics: success, motivation, doors.

**Saturday, January 29**: Final reflection paper due on Moodle.

**How to Reflect on Flip Grid**

Each person in the pair should do the following:

* Read the prompt and spend some time thinking about the questions. Jot down ideas you want to talk about; you may want to make an outline to follow so you don’t forget anything. You don’t need to write out your entire answer (this is informal!) but don’t try to think of answers out of the blue as you record your response.
* Record your initial response to the prompt.
* When your partner records their response, watch it a few times. Really think about what they’re saying. What questions do you have for them? How can you challenge them to think more deeply? To approach something from a different angle?
* Film your response to your partner’s reflection.
* Watch your partner’s response to your reflection. Consider their thoughts and questions for you. Record a brief response in reply.

Key points:

* For each week, you will record 3 videos: your original reflection, a response to your partner’s reflection, and a response to the feedback your partner gave you.
* Do not think 100% on your feet! Have at least a few points jotted down before you record so you can keep track of what you want to say.
* Flipgrid is a safe space, just like our classroom.
* **Have fun with these!** They should be casual chats between friends, even if you’re discussing a serious topic. Wonder out loud, ask the questions that are really bugging you, throw out ideas no matter how crazy they seem. This is a chance to explore your experience from multiple angles with the input of your classmate.

**Communication**

Please check your email often as it will be the primary way I communicate with you throughout the term.

If you have any questions or issues, feel free to stop by my office, Norton 266, or contact me via email (kesmith@bsc.edu) to set up an appointment to meet on Teams. I would love to talk with you about your experiences, help you problem-solve, and work with you to get the most out of your internship!

**Tough Times**

These past few years have been, well, tough! At some point, most people have needed or will need extra understanding and support to make it through. If you find yourself in need of extra support during the term, please come talk to me. I’ll do all I can to work with you so that you can succeed in the course.

Don’t forget BSC’s list of resources ranging from academic support to crisis hotlines, found at <https://www.bsc.edu/titleix/needhelp.html>.

**COVID-19**

You are required to follow all COVID-related policies of your internship site. **Even if not required by your site, I strongly recommend masking with an n95 or kn95 mask at all times.**

If you are required to quarantine or isolate, you must notify me immediately as well as communicate with your supervisor. Additionally, the pandemic environment is ever-changing, and all BSC internships are subject to the pandemic-related decisions and policies of the College. This means that the conditions for your internship may change at any time. It is your responsibility to communicate any changes in your internship status to your supervisor.

**Inclement Weather**

Inclement weather or other events beyond the control of the College that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal College operations, including cancellation of classes or events. **If the College cancels classes due to bad weather, it is your responsibility to communicate that change to your supervisor.**

**Academic Accommodations**

Students with a disability that qualify under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act and require accommodations should be registered with BSC’s Accessibility Office. If you are registered for academic accommodations, please make an appointment with me as soon as possible to discuss any accommodations that may be necessary. During this discussion you are not expected to disclose any details concerning your disability though you may do so at your discretion**.** If you have a disability but have not yet registered it with the College, please contact Dr. Sandra Foster, Assistant Director of Accessibility Services and Resources, at 205-226-7909 or [smfoster@bsc.edu](mailto:smfoster@bsc.edu), or visit Olin 210. Keep in mind that no accommodation will be made unless and until I receive official notification from the College.

**Title IX**

Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct.

See the BSC Title IX website (www.bsc.edu/titleix) for more information, including an [online report form](https://bsc.guardianconduct.com/incident-reporting). If you or a peer have experienced such misconduct, there are faculty and staff members who are trained in supporting students by answering questions and helping them navigate this process. The list of advocates can be found along with other [helpful resources](https://www.bsc.edu/titleix/Resources.html) on the [Title IX website](https://www.bsc.edu/titleix/index.html) (https://www.bsc.edu/titleix/index.html).