Course Overview

Internships are an effective way for students to exercise their sociological skills, experience professional networking, make meaningful contacts with employees working in their fields of interest, learn more about the day to day nature of their targeted career goals, and gain valuable work experience before graduation. In fact, many internships turn into full-time jobs. You can partake in the internship course in the summer, fall, or spring. Most internship forms and paper work can be found on our departmental website (see above).

You must take a minimum of 4 credit hours of internship when enrolling: each credit hour requires 30 hours of internship activity. You can take more than 4 credit hours of internship in consultation with the Internship Coordinator.

For Example:

4 Credit Hours of Internship = 120 hours of internship
5 Credit Hours of Internship = 150 hours of internship

Once your internship is approved by Dr. Peralta, register for the course with:
Stef Shatrich, Administrative Assistant, Dept. of Sociology
330-972-8082
(stef@uakron.edu)

This is a paperless course. You must scan all materials and forms and upload materials as a PDF file to its appropriate Springboard Assignment Box. Free scanning software is available on smart phones. Do not upload photos of your work: photos cannot properly open in springboard. Please do a search for scanning software widely and freely available for smartphones.
The Purpose of our Internship Course is to:

a) Help you to identify targeted career interests;
b) Expose you to organizations/agencies;
c) Provide opportunities to foster and develop professional networks in targeted organizations/agencies;
d) Facilitate the securing of an employment position upon graduation.

The academic side of our Internship Course involves conducting a sociological observation of your internship site (the observation can be an observation of the agency (e.g., employment structure, employee structure), their clients, or both). You will be expected to document your sociological observation of your internship experience via reflective journal entries and the writing of a formal research proposal pertaining to your internship experience. These two exercises will evidence the specific skills and training you have gained via your sociology coursework.

Specific Learning outcomes of the Internship Course and their assessment include:

1. Personal and Interpersonal Development (assessed via Mock Interview Participation, Midterm Assessment and Supervisor Performance Evaluations)
2. Reflective Practice (assessed via Reflective Journal Entries)
3. Applying Sociological Knowledge (assessed via Reflective Journal Entries, Midterm and Exit Meeting with Internship Coordinator, and Research Proposal)
4. Critical Thinking (assessed via Reflective Journal Entries, Midterm and Exit Meeting with Internship Coordinator, and Research Proposal)
5. Research Proposal Writing (assessed via Research Proposal)
6. Resume Development (assessed via resume check)

Course Requirements in Brief and Due DATES

There are nine requirements for the internship course (see below). The approximate due date for the journal, paper, and final evaluation are listed below – generally items are due midway through your internship and at the end of the internship. These “due dates” are flexible due to the nature of interning. If any of these requirements are turned in after the deadline, you will receive an incomplete and you will have to complete the course requirements by the end of the next semester. Otherwise, the incomplete will automatically change to an “F.”

In order to PASS the course, you MUST fulfill ALL of the following (for example, not turning in the research proposal will be grounds for failing the course):
1. Sign up for 4 credit hours and complete 120 hours of internship (if enrolled in 5 credit hours, then complete 150 hours of internship and so on).

2. The Mid-Semester Assessment Form must be filled out by you, the student, and uploaded mid-way through your internship.

3. Speak with the Internship Coordinator to discuss your Mid-Semester Assessment Form and review Journal Entries for Content mid-way through your internship.

4. Conduct a mock interview at the Career Center before you finish your internship (upload a signed business card from career center staff member).

5. Have your resume reviewed by the Career Center or Dr. Peralta before you finish your internship (upload a signed business card from career center staff member).

6. Have your agency supervisor complete the Supervisor Evaluation form and upload it when you complete the internship.

7. Upload a detailed journal of your daily observations at the end of your internship.

8. Complete upload your final, complete, and polished research paper (8-10 pages) at the end of your internship.

9. Speak with the internship coordinator for an exit interview (this will consist of a discussion of your experience, how you applied sociological thought to your experience, the networks you developed, the critical thinking skills you learned etc.) at the end of your internship. At this time, all materials should be uploaded including:
   a. Research proposal
   b. Journal entries
   c. Evidence of resume check and mock interview
   d. Supervisor evaluation

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**Detailed Course Requirements:**

1. **Complete 120 hours of internship**
   *All assignments and forms must be uploaded onto Springboard via Dropbox including journal entries, assessment forms, and final paper.*

2. **Mid-semesters Assessment Form**
   This form must be filled out in full by you the student and turned halfway through your internship experience. The Form must be uploaded onto springboard drop box.

3. **Mock Interview at the Career Center**
   *Please upload a signed receipt/business card from a Career Center Employee onto Assignment box for evidence of mock interview completion.*

In order to prepare students for the job market, interns are required to be mock interviewed by the Career Center. When you show up for your interview, you should dress as you would for a professional interview, and bring copies of your resume. The interviews are videotaped so students can view themselves when they receive feedback from the Career Center interviewer. (By the way, the Career
Center also has access to professional clothing for those who can’t afford to buy an interview suit. They partner with a local community-based agency. If you need this assistance, just ask!

4. Resume Critique at the Career Center or by Dr. Peralta
Your resume must be reviewed by staff at the Career Center, or by Dr. Peralta.

5. Performance Evaluation
The final “Performance Evaluation” is filled out by your supervisor. A grade will not be assigned until I receive the evaluation. Most of your grade is based on this evaluation.

6. Daily Journal
*Upload a SINGLE Word file which contains all journal entries at the end of the term. Do not upload individual journal entries in individual word files. Be sure to save a backup copy of your work!!!

7. Research Proposal

IMPORTANT INFORMATION REGARDING ITEM 6: DAILY JOURNAL
Your Daily Journal Is Critical! Please Pay Attention To The Details Of This Section – You Need To Evidence Critical And Sociological Thinking In Each Of Your Entries.

Keep a typed journal of your observations about your field experiences. You should have an entry for every day in the field, usually ½ to one page in length. Write down any relevant observations and things that people say. The purpose of the journal is to provide you with material for your research paper. You may be able to take notes while you are in the field or you may have to summarize what you saw and did immediately after each shift at your agency. Highlight and/or underline specific sociological terminology and or concepts in every entry. This will make writing your final paper much easier!

Each journal entry must include the following two components (one paragraph each):

A. EXPLANATION/DESCRIPTION of training, experiences or activities. In other words, what you saw and did at the agency/organization.

B. REFLECTIVE INTERPRETATIONS of your experiences. This is an analytical attempt to reflect sociologically on what you saw and did at the agency/organization. You should resort to subjective reflections (i.e., personal opinions) only in rare cases of great importance (i.e., something you saw in the field helped change your career path or impacted you in a significant way). You should consider beliefs, events, and behaviors from multiple perspectives, including: 1) the agency/organization as an operating structure, 2) the staff/supervisors, 3) the formal and informal goals of the agency/organization, and 4) the clients (plus those in his/her "social world" -- such as the family, staff, you, etc.). This sensitivity to different viewpoints is a key component of thinking sociologically.
If you are conscientious about keeping a journal and you make sure to ask probing questions of agency/organization staff on sociological topics, you should have more than enough material for the 8-10 page paper. You do not need to recount events on a daily basis. Instead, you should organize your paper by using sociological theories, concepts, and ideas that have been discussed in your classes (e.g., culture, norms, gender, and inequality). For example, if you interned at a police department, can you identify aspects (e.g., language, symbols, norms) of a "police sub-culture" that are distinct from other subcultures you have observed in your daily life (e.g., student sub-culture)? Or if you interned in a men’s prison, did you notice any differences in how the prisoners interacted with male vs. female staff? Answering such questions will help you write sociologically, which is the primary goal of the paper. In other words, you are required to demonstrate that you can make sense of your field observations using the conceptual tools you have gained as student majoring in sociology.

Using the Sociological Imagination by Kathryn Feltey, Ph.D.

C. Wright Mills’ concept the sociological imagination is central to the discipline of sociology. What is the sociological imagination? It is the ability to see how the experiences of individuals are connected to events in the larger society. Put another way, the sociological imagination is:

…the ability to see the societal patterns that influence the individual as well as groups of individuals. Sociology should be used, Mills argued, to reveal how the context of society shapes our lives” (Anderson & Taylor 2004, p.5).

The basic distinction made in the sociological imagination is between personal troubles and social or public issues. Troubles can be understood as our private problems that are related to events in our personal lives. For example, a couple married for 10 years files for divorce; all of the financial, emotional, and psychological turmoil they experience constitute personal troubles.

Issues, on the other hand, are rooted in institutional arrangements and social history and affect large numbers of people. Therefore, the dramatic increase in divorce rates in the U.S. in the 2nd half of the 20th century is an example of a public issue. Accordingly, sociologists want to understand “…the larger political, social, and economic issues that affect our lives and the lives of others in our society and around the globe” (Scott & Schwartz 2000, p.4).

In your internship, you will want to begin seeing the ways that the experiences of individuals you encounter are connected to larger structures of society. For example, if you are working in a juvenile facility, you could make note of the social status of children and adolescents in society and look for ways that specific experiences are related to that status (along with others such as gender, class, and race). Once you begin using the sociological imagination you will find that it is difficult not to apply it – at the movies, the mall, school, work, family events, and so on. Then you will know you have become a sociologist.

Examples of the Sociological Imagination in Student Journals [Note: sociological concepts are bolded.]

1) “All the times that I have gone out with an officer to interview a suspect we have gone to the poorer sections of town. Maybe this can be partially explained by using Merton’s strain theory. Perhaps the
perpetrators of these crimes were what Merton would have referred to as “innovators,” that is, one who accepts the societal goal of material success, but rejects the socially acceptable means for achieving those goals. It could be that the perpetrators of these crimes lack the resources to gain meaningful employment, so they turn to alternate means of making a living. This is a subject that I plan to discuss with officers during the course of my internship.”

2) “Having interned at the coroner’s office for several weeks now, it seems to me that most of the homicide victims are young adults, while most of the suicide victims are middle-aged or elderly. This pattern can probably be explained, but I’m sure how at the moment. I seem to recall reading about the “age/crime curve” in one of my classes, so I’m going to look through my old notes to see what I can find.”

3) “The police department where I work is dominated by male officers. The chief is a man, so are all of the captains and other administrators. There are a handful of female patrol officers, but even this aspect of the department is male-dominated. I wonder if there is a “glass ceiling” here that keeps women out of powerful positions. I don’t really know how to ask about this issue without offending anyone. As a woman, I may have better luck talking with female officers so I’ll start with that.” [Note: This student should have contacted the internship coordinator to discuss ways to explore this issue.]

4) “I recalled one of Weber’s five dysfunctions of bureaucracies that we discussed in my theory class when the Secret Service agent told me that the only reason that the final reports were still being done was that they had always been done. This reminded me of what Weber referred to as ritualism. He claimed that ritualism is when procedures themselves are valued more than the goal that the procedure was designed to accomplish. These reports serve no purpose according to the agents and nobody even reads them. They are just busywork.”

IMPORTANT INFORMATION REGARDING ITEM 7: RESEARCH PROPOSAL

Final Research Paper Structure

Your paper will be graded according to the Evaluation Rubric listed in Appendix A.

I. COVER PAGE(S)
   • Your name and telephone number (home, cell and work)
   • Name and address of agency
   • Name and title of your supervisor
   • Agency or Organization office telephone number
   • A precise listing of each date and clock hours of your internship, plus the total hours
II. FORMAT

• The research paper should be no less than 8-10 typed, double spaced pages. Use Times New Roman (12) as the font and set the margins at one inch on all four sides. Number the pages.

• Use SECTIONS for your Research Paper – for example:

  I  Cover Page
  Ii  Agency or Organization Description/Introduction (1-2 Pages)
  Iii Proposed Method for Formal Study of Internship Site (3-4 Pages) with subheadings
    a. RESEARCH QUESTION (include a simple, straight forward question or set of questions that your research would address).
    b. Data (description of your data source)
    c. Recruitment (how you plan to recruit subjects)
    d. Participants (description of your participants)
    e. Analytical Technique (how you will analyze your data)
    f. Instruments (some detail of your interview or survey questions)
    g. Ethical Concerns (how you will protect your human subjects)

  IV Preliminary Analysis Based On Observations and At Least 3 Academic Sources (2-3 Pages)

  V Sociological Conclusion/Discussion (Summary and Wrap Up – What Did You Learn?) (2 Pages)

  VI Reference Page

• Use ASA (American Sociological Association) format to cite the work of others:

References in the text cite the last name of the author and year of publication. Include page numbers whenever your text quotes directly from a work or refers to specific passages in the cited work. Cite only whose works needed to provide evidence for assertions and to guide readers to important sources on your topic. Identify subsequent citations of the same source in the same way as the first. Examples follow:

If the author’s name is in the text, follow it with the year in parentheses: Duncan (1959).

If the author’s name is not in the text, enclose the last name and year in parentheses: (Gouldner 1963).

Pagination follows the year of publication after a colon: (Ramirez 1979:239-40). Give both last names for joint authors: (Martin and Bailey 1988).

• Plagiarism is unacceptable. Evidence of plagiarism will result in failing this course at a minimum.

This includes copying other people’s work without using quotation marks and/or without citing the original source, as well as changing only a few words in a paraphrase. The penalty for plagiarism ranges from failing a course to being expelled from the University. Do not try to directly quote other people’s words at length: this usually indicates a lack of full understanding of what the quoted person is talking about. If you are not clear about the meaning of plagiarism it is your responsibility to find out.

You are permitted to use widely discussed sociological concepts (e.g., culture, stratification, socialization, etc.) and theories (e.g., conflict theory, functionalism, etc.) without citing published
work because these concepts and theories are “common knowledge” in the discipline. But if you reference specific research findings or obscure ideas, cite the source.

III. CONTENT OF THE RESEARCH PAPER

Section #1: AGENCY OR ORGANIZATION DESCRIPTION
Provide a single-page, typed description of the agency or organization in your own words. You may wish to include a description of basic services, goals, and type of clients. You may not turn in a pamphlet distributed by the agency/organization to substitute for this section. This description does not count towards the 8-10 pages.

Section #2: PROPOSED FUTURE RESEARCH – develop a research plan on how to formally collect and analyze data at your internship site. Because collecting and analyzing data is time intensive and requires Institutional Review Board approval, you are not required to conduct a formal study. However, you will be expected to draw from your methods courses in proposing a research plan. The following issues need to be addressed: 1) what is your research question (what do you want to learn from your proposed study; 2) what method will you use to answer your research question (e.g., survey, interview, observation, experiment); 3) what questions will you ask?/what kind of experimental design would you set up?; 4) What is your plan for analyzing the data (e.g., statistical software, hand coding?). Use subheadings (see “Format” above for sample headings that will help you organize your methods plan).

Section #3: PRELIMINARY ANALYSIS – applying a sociological perspective to what you experienced during your internship. You will use the field notes, in conjunction with information from a minimum of 3 (you may use more if you wish, but it is not required) academic sources (books or journal articles) to compile your research paper. What we are looking for is your ability to apply sociological concepts and research to the observations you made while in your internship. This is what is referred to as the sociological imagination. The most important element of the report is that you demonstrate your ability to use your sociological imagination (see above) to help you better understand your field experiences and the patterns of behavior you witnessed. If you are less than 100% clear about what the term “sociological imagination” means, seek clarification from me. See Appendix C for more on the sociological imagination.

As you can see, you are required to reflect on your internship experience using five aspects of your undergraduate training: sociological perspective, vocabulary, theory, method, and academic references. All five elements will be assessed according to the rubric.
### FINAL GRADE POINT SYSTEM 100 POINTS TOTAL

Five weighted categories are used to assess your performance in this internship (see the table below for assigned weights). A total of 100 points divided across the five items will be calculated at the end of the term. Satisfactory completion of all five areas will earn an A for the course (i.e., A positive evaluation from your supervisor, a detailed journal demonstrating a sociological perspective, a “+” or “x” in all five content areas for the final paper, and completion of the mock interview and resume review). You will earn a “B” for the course if you earn between 80-89 points, etc. Note pluses and minuses will not be used (e.g., a C+ or C- will not be issued; only a C will be issued).

<table>
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<tr>
<th>Positive Evaluation from supervisor (40 points)</th>
<th>(+) or (x) in all five content areas for the final paper (30 points)</th>
<th>Detailed Journal (20 points)</th>
<th>Mock interview (5 points)</th>
<th>Resume Review (5 points)</th>
<th>Total</th>
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<tr>
<td>40 points for “Exceptional” across all areas;</td>
<td>Perspective 3 pts</td>
<td>20 pts for consistent evidence of reflection and sociological imagination excellence</td>
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<tr>
<td>36 or more points for a mixture of “very good” and “exceptional”;</td>
<td>Vocab 9 pts</td>
<td>15 points for minimal effort</td>
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<td>28 points or more for preponderance of “average” evaluation;</td>
<td>Method 9 pts</td>
<td>10 points for basic description</td>
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<td>unacceptable and needs improvement categories = 27 points or less</td>
<td>Theory 6 pts</td>
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<td>Refs 3 pts</td>
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A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = 0-59 points

### Appendix A- An Evaluation Rubric for the Final Paper

Adapted from the Outcome Assessment Committee of the College of DuPage

1. **PERSPECTIVE (3 points/10%)**: Demonstrate a sociological perspective (a recognition that an individual is impacted by and exists within a social context combined with an ability to view social reality through perspectives other than your own [i.e., “take the role of the other”]):

   - (-) Does not display a sociological perspective
   - (x) Makes an effort at using a sociological perspective
   - (+) Strong evidence of a sociological perspective

2. **VOCABULARY/GRAMMAR/Writing/FORMAT (9 points/30%)**: Demonstrate use (application) of sociological terms and concepts to describe, and/or comment on the social context of an episode or issue. Sociological concepts could include, but are not limited to:

   - culture/subculture; stratification by race, class, and/or gender; norms; social status; social roles and role conflict; institutions; socialization; primary and secondary groups; bureaucracy; formal and informal organization; ideology; conformity; deviance; social power; functions and dysfunctions; prejudice and discrimination (racism, sexism, ageism, etc.); social change; consensus and conflict; and social mobility. Grammar, overall writing structure, and format will also be taken into consideration.

   - (-) Does not use sociological terms and vocabulary
   - (x) Makes an effort at using sociological terms and vocabulary
   - (+) Strong use of sociological terms and vocabulary

3. **METHOD: PROPOSED RESEARCH DESIGN AND PRELIMINARY ANALYSIS/FINDINGS (9 points/30%)**: Although you will not be conducting formal research on human subjects, your conversations with agency staff and your overall approach to your internship should give you an understanding of how to study a complex organization using the material you have learned in your methods classes. You must design and propose a systematic method for collecting objective, observational, interview, and/or documentary “data” on the agency you are interning with and your analysis plan (i.e., quantitative or qualitative analysis). You will not be conducting formal research; you will not pursue publication of this work (because you have not been granted approval from the Institutional Review Board), but you will need to propose basic research principles as a part of your learning and training. This will help you articulate a sociological perspective using relevant concepts that can be grounded in data (again, you will not actually collect and analyze data, you will simply propose a design for the collection and analysis of data). You should display an awareness of the limitations of your data/methods. This is really a way of life: wherever we find ourselves, we should always seek out the perspectives of diverse groups of people and make relevant comparisons (e.g., men vs. women; supervisors vs. front line staff; veterans vs. rookies) as we seek to become informed citizens of a complex and changing world.
Next, you will need to share some of your preliminary/informal findings (what have you observed via discussions and observations at the workplace) in your research paper. Some questions to consider: 1) does what people say match with what they do, based on your observations? 2) Do agency documents/statistics match the claims made by agency staff? 3) Do different sources of data reveal different dimensions of the agency and its work? You must answer these questions as part of your preliminary findings.

(-) Does not propose systematic methods in identifying and analyzing relationships among elements in a social context or the proposed methods would not work to answer the research question
(x) Makes an effort at proposing systematic methods in identifying and analyzing relationships among elements in a social context (sought out and documented more than one source of data in the research paper)
(+ ) Strong proposed use of systematic methods in identifying and analyzing relationships among elements in a social context (sought out and documented more than two sources of data in the research paper).

4. THEORY (6 points/20%): Demonstrate application of sociological theory in identifying and analyzing relationships among elements in a social context:

(-) Does not use sociological theory in analyzing relationships among elements in a social context
(x) Makes an effort at using a sociological theory in identifying and analyzing relationships among elements in a social context (+)
Consistently and appropriately uses a sociological theory in identifying and analyzing relationships among elements in a social context

5. REFERENCES (3 points/10%): You must draw from a minimum of 3 academic sources to theoretically ground your paper. These sources may be academic books (not textbooks), academic journal articles, or chapters from an edited book. Interviews, web sites, popular magazines, trade journals, or newspapers do not count as academic sources.

(-) Does not use any academic sources
(x) Lists sources in the reference page, but does not incorporate all sources into the paper. (+) Uses a minimum of 3 academic sources, and incorporates all the works in the final paper.