

**SOC 398-701: Sociology Internship**  
**Department of Sociology**  
**DePaul University**  
**Autumn Quarter 2016**  
**Tuesday: 6:00PM-9:15PM**  
**Dietzgen Building- 990 W Fullerton, Room 2401**

**Contact**

Instructor- Tracey Lewis-Elligan, PhD

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Office Hours- Tuesday 3:00pm-5:00PM & by appointment

**Course Information**

**Prerequisite:** Students may register for course SOC 398 after permission is granted from Professor Tracey Lewis-Elligan. Permission to enroll in SOC 398 is granted after student has secured an approved internship position.

**Course description:** Internship experiences are recognized as an important and valuable component of the educational experience of sociology major and minor students. As a result, SOC 398 is designed to integrate our academic curriculum with supervised work experience in both the public and private sectors. Students will use a sociological lens to understand the dynamics of work. The course will enable students to understand their internship experience as it relates to broader social factors; deconstruct the dynamics of organizational structures, assist students in career decision-making; gain on-the-job skills; and provide students with valuable networking opportunities. We will utilize our sociological imagination, methods, literature, and career guides to explore both the academic and pragmatic aspects of work. Students will conduct 100 hours of supervised internship work while being concurrently enrolled in course SOC 398:4-credit. This course fulfills the Junior Year Experiential Learning (JYEL) domain.

**Course Objectives**

- Demonstrate an in-depth knowledge of the organization in which you work;
- Outline the skills obtained during your internship and identify professional contributions made to organization;
- Acquire and practice networking skills;
- Build knowledge in career-planning and decision-making;
- Explain how broader social factors affects your workplace
- Understand the role of social factors- specifically- race, class, gender in organizations and its impact on society
- Reflect on your personal position and your civic and workplace engagement
- Discuss ethical issues and how ethics play a role in your internship and career

**Course Policies**

1) **Participation and Attendance.** Participation in course SOC 398 AND 100 hours of supervised work experience is required over the 10-week quarter.

**\*Seminar class discussions.** All students are expected to regularly participate in seminar class discussions. The seminar discussions will meet in-class or face-to-face *every other Tuesday*

night from 6:00-9:15PM, starting September 13th · The Tuesdays that we do not meet as a class, I ask that students post responses to discussion questions that will be posted on D2L. The first posting of responses will be submitted by students on Tuesday and then I ask that students post a second “reaction” response to postings by Friday on D2L. Students are expected to respond fully to the postings.

**\*100 hours of supervised work experience.** Students are required to schedule 100 hours of supervised work experience at their approved internship site. Students will be required to have a weekly timesheet signed by their supervisor and the timesheet will be submitted at the end of the quarter. Periodically, you will be asked to submit your time sheet to me, so track your hours and keep it up-to-date (timesheet will be distributed).

**\*Attendance.** All students are expected to regularly attend face-to-face classes, participate in online discussion on D2L, and complete your 100 hours of work experience. Class attendance is an essential feature of the course, both during in-class and our online discussion. Both are to be taken seriously. One absence will result in a letter grade reduction at the end of the quarter, and three or more absences will result in failure of the course.

2) **Late work.** Late papers will be penalized and your grade will be deducted by a letter grade each day it is late. All papers are required to be submitted by posting on D2L by 5:00PM on the due date.

3) **Uphold the University’s Academic Integrity Policy.** Any form of academic dishonesty will result in a zero for the particular assignment. I reserve the right to screen for plagiarism-including electronic citation checkers (such as Turnitin.com). University procedures for dealing with alleged academic dishonesty are described in the student handbook and I will adhere to it. In short, submit your own original work for this class and use citations properly to acknowledge sources.

4) **Turn off cell phones and other electronic distractors.** Refrain from texting, twittering, FB, or any other internet and technology activities during class time.

5) **Learning disabilities.** Inform professor of any documented learning disabilities to arrange for alternative assignments.

6) **Syllabus change policy.** This syllabus is a guide for the course and is subject to change with advance notice.

## Required Reading

- **Articles Posted on D2L.**

- \*Paul J. DiMaggio & Anheier, K.K. 1990. “The sociology of nonprofit organizations and sectors.” *Annual Review Sociology*, 16:137-59

- \*Subramaniam, Mangala. 2007. “NGOs and resources in the construction of intellectual realms: Cases from India.” *Critical Sociology* 33(3) 551:73.

- \*Kivel, Paul. 2006. “Social Service or Social Change?”

- \*Seale, Elizabeth. 2011. “Helping the poor or the system? Examining my participation: observation in social service organizations.” *Journal of Applied Social Science* 5(1): 50-61.

- Spalter-Roth, Roberta. 2007. “Sociologists in research, applied, and policy settings: Bringing professionals in from the cold.” *Journal of Applied Social Science* 1(2):4-18.

- \*Edward E. Potter. 2005. Telecommuting: The future of work, corporate culture, and American society. *Employment Policy Foundation: Washington DC.*

- \*Elizabeth Hirsh & Kornrich, S. 2008. "The context of discrimination: Workplace conditions, institutional environments, and sex and race discrimination." *American Journal of Sociology*, 113(5):1394-1432.
- \*Jodi Kantor & Streifeld, D. August 15, 2015. "Inside Amazon: Wrestling with big ideas in a bruising workplace." *New York Times*.
- Daniel D. Martin & Wilson, J.L.. 2012. "Apple-polishers, ass-kissers, and suck-ups: towards a sociology of ingratiation." *The Qualitative Report*, 17(67):1-19.
- \*Karen Myers. 2010. "Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance." *Journal of Business Psychology*, 25:225-238.
- \*Bradley Wright. 2008. "Getting a job: weak social ties and online connections" (pp. 260-261). In Karen Sternheimer (ed.) *Everyday Sociology Reader*. WW Norton: New York.
- \*Leona M. English & Peters, N. 2012. "Transformative learning in nonprofit organizations: A feminist inquiry." *Adult Education Quarterly*, 62 (2)103-119.

### Assignments

- 1) **The Organization Plan** (25% of total grade). Students will submit a 4- page (typed and double spaced) description and an analysis of your internship organization. You will imagine yourself as an outside consultant retained by your organization, with the purpose of explaining and understanding the core business of the organization (see paper handout).
- 2) **Professional Interview & Analysis** (25% of total grade). Students will submit a 4- page (typed and double spaced) paper of an interview you conduct with a professional from your internship site or with a professional that is relevant to your career goals. Develop an interview guide, conduct the interview, and write up the themes and findings about the professional's career path and workplace experiences (see paper handout).
- 3) **Analysis Paper & Presentation: Sociological Imagination of Workplace** (40% of total grade). Students will submit a 10 page (typed and double spaced) paper applying a sociological lens to understand and explain how social forces impact the organizational structure, population served by organization, and broader societal impact of organization. The paper should be an analysis, using sociological concepts, to address the organizational structure and its relationship to its targeted population. Students will need to address structural issues, strengths, challenges, and gaps that relate to the academic literature. Finally, students will identify factors that could be used to strengthen workplace experiences and the organization's impact on society.
- 4) **Discussion Board** (10% of total grade). Students will participate in five total discussion boards, one for each online week (2,4,6,8,10). Students will post their own reactions as well as respond to classmates. Initial posting by student is due Tuesday by 5:00PM and response to postings are due by Thursday at 5:00PM.

### Course Outline

#### September 13: Week One

- 1) Face to Face class meeting

- Overview of course and integrating sociological imagination
- Getting started with your internship

### **September 20: Week Two**

No in-class: Online discussion

- Getting to Know Your Workplace

Reading:

Myers Kiser Chapter 2 Getting Acquainted

Paul J. DiMaggio & Anheier, K.K. 1990. "The sociology of nonprofit organizations and sectors." *Annual Review Sociology*, 16:137-59

Kivel, Paul. 2006. "Social Service or Social Change?"

**Discussion Board: Learning the Context of Your Organization due (initial post) Tuesday by 5:00pm and responses due Thursday by 5:00pm**

### **September 27: Week Three**

2) Face to Face class meeting

- Organizational Structures & Supervision

Reading:

Jodi Kantor & Streifeld, D. August 15, 2015. *Inside Amazon: Wrestling with big ideas in a bruising workplace. New York Times*

Assignment:

**\*Organizational Plan due by 5:00 pm today – post to D2L**

### **October 4: Week 4**

No in-class: Online discussion

- Experiential Learning

Reading

Spalter-Roth, Roberta. 2007. "Sociologists in research, applied, and policy settings: Bringing professionals in from the cold." *Journal of Applied Social Science* 1(2):4-18

Myers Kiser Chapter 4 Learning to Learn from Experience

**Discussion Board: Sociological Inquiry (initial post) Tuesday by 5:00pm and responses by Thursday by 5:00pm**

### **October 11: Week 5**

3)Face to Face meeting

- Organizational Settings

Reading:

Seale, Elizabeth. 2011. "Helping the poor or the system? Examining my participation: observation in social service organizations." *Journal of Applied Social Science* 5(1): 50-61.

Subramaniam, Mangala. 2007. "NGOs and resources in the construction of intellectual realms: Cases from India." *Critical Sociology* 33(3) 551:73.

Edward E. Potter. 2005. Telecommuting: The future of work, corporate culture, and American society. *Employment Policy Foundation: Washington DC.*

Assignment:

**\*Interview & Analysis Paper due by 5:00PM today- post to D2L**

### **October 18: Week 6**

No in-class: Online discussion

- Social Ties and Networking

Reading:

Bradley Wright. 2008. *Getting a job: Weak social ties and online connections* (pp. 260-261). In Karen Sternheimer (ed.) *Everyday Sociology Reader*. WW Norton: New York

Daniel D. Martin & Wilson, J.L.. 2012. *Apple-Polishers, Ass-Kissers, and Suck-Ups: Towards a sociology of ingratiation*. *The Qualitative Report*, 17(67):1-19

**Discussion Board: Networking due (initial post) Tuesday by 5:00pm and responses due Thursday by 5:00pm**

### **October 25: Week 7**

4)Face to Face class meeting

- Cultural Competence and Discrimination in Workplace

Reading:

Elizabeth Hirsh & Kornrich, S. 2008. The context of discrimination: Workplace conditions, institutional environments, and sex and race discrimination. *American Journal of Sociology*, 113(5):1394-1432.

Karen Myers. 2010. "Millennials in the Workplace: A communication perspective on millennials' organizational relationships and performance." *Journal of Business Psychology*, 25, 225-238.

### **November 1: Week 8**

No in-class:Online discussion

- Planning Your Career

Reading:

Myers Kiser Chapter 11 Planning Your Career p.313-319

Edward E. Potter. 2005. Telecommuting: The future of work, corporate culture, and American society. *Employment Policy Foundation*: Washington DC.

**Discussion Board: (initial post) due Tuesday by 5:00pm and responses due Thursday by 5:00pm**

**November 8: Week 9**

5) Last Face to Face class meeting

- Transformative Learning in the Workplace

Assignment:

Reading:

Leona M. English & Peters, N. 2012. Transformative learning in nonprofit organizations: A feminist inquiry. *Adult Education Quarterly*, 62 (2)103-119.

\*Paper presentation in class

**November 15: Week 10**

Myers Kiser Chapter 10 Ending Your Internship p.296-303

**Sociological Imagination Analysis Paper due November 15 by 5:00PM today- post to D2L**

### **Handouts/Paper Guide**

**1) The Organization Plan (25% of total grade).**

**Due September 27 Post to D2L by 5:00PM**

The organizational plan is a 4 page (typed and double spaced) report of your internship organization. The goal of your assignment is to understand the following about your internship site:

- mission
- history
- goals
- objectives
- organizational structure and hierarchy
- leadership and decision-making
- workplace culture
- funding and fiscal profile
- services and products
- population targeted and served
- outcome measures and evaluation
- strengths, challenges, and future directions
- community reputation or profile.

Write up your report by imagining yourself as an external consultant to the organization with the intention of providing an in-depth description of the nuts and bolts of the organization, the strengths, and any particular challenges you predict may impact the organization's effectiveness. Make sure you address and explain the bullets mentioned above. Where appropriate, cite any of the assigned readings as a way to help you explain and understand the organization.

## **2) Professional Interview and Analysis (25% of grade).**

### **Due October 11 Post to D2L by 5:00PM**

The professional interview and analysis is a 4- page (typed and double spaced) paper of an interview you will conduct with a professional from your internship site or with a professional that is relevant to your career goal. You can interview several people or just one person. Think carefully about your "dream" job and your post baccalaureate career plans. Envision the type of work, network, and organizations you want to be involved. What do you want your contribution to be in terms of the type of work you will participate in and your role in civic engagement? The intention of this assignment is that by speaking with a professional in a field of your interest it will help you understand the path to achieve your own professional and intellectual goals. Spend time talking with people and professionals in your field of interest. Set up coffees, informational meetings, and hang time to get to know different career paths. After meeting, networking, and interviewing write up your reflection by describing the career position, pathway, and how it relates to your personal career goals. Identify the strengths, challenges and tensions of the career, and think about how your personal identity may mesh or conflict with the career. Address and integrate the following bullets in your discussion.

- Job Title/Position
- Job Description
- Major job responsibilities and skills needed
- Workplace culture
- Training experiences
- Career path trajectory
- Network opportunities
- Work Life Issues
- Benefits
- Strengths & challenges
- Civic engagement and contribution

Develop an interview guide and attach guide, interview transcript, and summary of interview as an appendix to your paper. Use citations from the readings where appropriate.

- 3) Analysis Paper: Sociological Imagination of Workplace (40% of total grade).**  
**Presentation due November 8 and Paper due November 15.** Students will submit a 12-15 page (typed and double spaced) paper applying a sociological lens to understand and explain how social forces impact the organizational structure, population served by organization, and broader societal impact of organization. The paper will use sociological concepts to investigate an aspect of your internship experience. Students will develop a paper based on work experience utilizing literature and understanding of the work during your internship. Students will develop an angle of the paper and include the following: an analysis, use of sociological concepts and literature, demonstrate understanding of organizational structure and its relationship to its targeted population. Students will need to address structural issues, strengths, challenges, and gaps that relate to the academic literature. Finally, students will identify factors that could be used to strengthen workplace experiences and the organization's impact on society. Cite work using ASA style and list references. 6 additional scholarly sources.

**Your paper should have the following components:**

- 1) Introduction
  - a. Formulate a research question
  - b. Significance of topic
  - c. Scope of paper
- 2) Background
  - a. Organization overview – history, mission, goals, population
  - b. Work place culture
  - c. Set up sociological lens
- 3) Review of Literature & Organization
  - a. Strengths
  - b. Challenges
  - c. Identify how the literatures help to understand strengths and challenges.
  - d. Identify limitations of literature.
- 4) Methods
  - a. Description of how you gathered information
  - b. Description of setting, sample, population
- 5) Implications and Recommendation
  - a. Organizational structure
  - b. Work place experience
  - c. Civic and society
  - d. Recommendations or lessons learned