

**LGST 185 Legal Studies Internship and Community-Placement Seminar:
Field Experiences in Law, Policy, & Society
(SUMMER 2018) 5 Units**

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Monday, 7-9 pm, Soc Sci 2, room 179 & by video conference
Office Hours: By appointment

Course catalog description:

A practicum seminar for students seeking field and community experience in law- and policy-related settings. Designed to be combined with an internship or community placement; provides structured class meetings and work, including weekly reflections and final paper. Meets PR-S service-learning GE.

I. Overview and Goals

This is a practicum course primarily for Legal Studies majors or students interested in gaining experience in law- and policy related setting and reflecting on how that experience informs their understanding. The seminar designed to help student prepare for, engage in, and reflect on a companion field experience – meaning an internship or community placement -- by offering a structured learning experience and a supportive and collaborative environment. It involves a combination of classroom work, reflection and field note journal, an informational interview, and a final original paper project.

There are two main goals. The first asks students to draw on knowledge they will gain in this course, and knowledge they have already obtained in Legal Studies and related courses, and to combine that with their relevant work in their field placement. This generally includes both exploring some new topics and having a chance to synthesize and apply learning from the interdisciplinary major and other relevant courses. The second asks students to explore the relation of the field experiences and sites/settings to the community and/or particular groups and issues that connect to that site and experiential learning. This emphasizes goals of students' gaining community engagement and "civic professionalism," or the idea of combining formal and scholarly knowledge, practical skills development, and a commitment to the health and strength of the community that this placement or site serves or is situated in.

II. Learning Outcomes

The primary goals of this course are to provide students with opportunities to become more thoughtful and engaged students and community members:

- Contextualize, connect, and apply theories and academic knowledge of legal issues and policies to practice, To test what they have learned in the classroom and help bridge the gap between academic learning and real-world contexts and decision-making;
- Develop and apply critical thinking, communication, and problem-solving skills in and beyond the classroom;
- Gain experience and learn from professional settings and work environments, including greater understanding of organizational and group processes;
- Examine how a particular internship and the work it involves relates to the local community, groups and institutions, and its challenges or goals;
- Understand and critically analyze how specific laws, policies, or institutions studied relate to, impact, or are shaped by particular settings, communities, or groups;

- Use problem-solving techniques to identify challenges regarding institutions or policies and how they might be addressed;
- Develop and write a high quality academic research paper on a law- or policy-related problem or challenge related to work at the internship agency or organization or the laws and policies pertinent to that work;
- Develop civic dimensions of knowledge, skills, and identity that contribute to the health of organizations, institutions, and communities; problem solving, civic judgment, imagination and creativity, collective action, community/coalition building, and organizational analysis.
- Analyze the broader systems, structures, and communities in which internship experiences and placements are situated and/or to which they relate, contextualizing professions and placements, exploring their social and civic dimensions, and considering how they relate to community challenges and goals;
- Reflect on the personal and academic impact of their experiences with their host internship or community partner
- Develop civic professionalism by integrating field experience, academic work, civic reflection, and vocational exploration.
- Meet the Practice: Service Learning (PR-S) General Ed. Requirement

In addition to these core goals, the seminar and companion field placement are an opportunity for students to explore possible career interests, cultivate professional capacities and relationships; and build a stronger resume.

Taking an experiential approach to learning, students will integrate their own individual internship experience with a set of readings, classroom lectures and discussions, and writing opportunities. Although the course provides more structure and academic context than an individual field study, students will have primary responsibility for guiding their own learning experience. As a result, this course requires students to commit to being well-organized and taking initiative and responsibility for all of the work involved.

III. Pre-Course Requirement: Obtaining a Field Placement (Internship or Community Placement)

Students are responsible for lining up a placement prior to the beginning of this course. The UCSC Career Center maintains a list that you can consult. Preferably, the organization should include at least a minimal relation to or involvement in legal/political issues, legal/political policies, or systems, broadly construed. This usually involves groups such as the following:

1. government agencies or offices (city, county, region, state, or federal)
2. non-profits or social service providers
3. schools or educational settings
4. political parties or campaign organizations
5. interest groups, advocacy organizations, or other policy-related organizations
6. legal or judicial institutions (whether local, state, or federal, such as public defender's office)
7. law firms and other legal organizations (e.g. attorney's office)
8. the news media or journalism-related settings

IV: Required Texts/Readings:

- 1) H. Frederick Switzer and Mary A. King, *The Successful Internship: Transformation and Empowerment in Experiential Learning* (Belmont, CA: Brooks/Cole Cengage, 2003),
- 2) Additional Required Readings, available on-line (You may need to access most of these through a computer networked to UCSC and/or the UCSC library web page due to access restrictions:

Experiential Learning, Community, and Engagement

- Steve Chapman, Pam McPhee, and Bill Proudman, "What is Experiential Education?," *The Journal of Experiential Education*.
- <http://journals.sagepub.com/doi/pdf/10.1177/105382599201500203>
- Janet Eyler, "The Power of Experiential Education." *Liberal Education*. 2009. <http://files.eric.ed.gov/fulltext/EJ871318.pdf>

Civic Professionalism

- Parker J. Palmer, "A New Professional: The Aims of Education Revisited." 2007. *Change: The Magazine of Higher Learning*, 39:6, 6-13. <http://dx.doi.org/10.3200/CHNG.39.6.6-13>
- William M. Sullivan, "Can Professionalism Still be a Viable Ethic," *The Good Society* 2004. <https://muse.jhu.edu/article/175212/pdf>

Suggested Additional Reading: For Inspiration, Advice, or Further Resources on

- Bardach, E. (2012). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Los Angeles: SAGE Publications.
- R. Stoecker, Practices and challenges of community-based research. *Journal of Public Affairs*, 2002. Available through UC e-links.
- Dunn and Kristof. (2014). *A Path Appears: Transforming Lives, Growing Opportunity*. New York: Vintage Press.
- Kidder, T. (2009). *Mountains Beyond Mountains*. New York: Random House.
- Bornstein, D. (2007). *How to Change the World*. Oxford University Press.
- William Sullivan, 2004. *Work and Integrity: The Crisis and Promise of Professionalism in America*. Wiley.
- Anthony Kronman, *The Lost Lawyer: Failing Ideals of the Legal Profession* (Cambridge MA: Harvard University Press, 1993)
- Deborah L. Rhode, *In The Interests of Justice: Reforming the Legal Profession* (New York: Oxford University Press, 2000)
- Kolb, D.A. 1984. *Experiential learning: Experience as the Source of Learning and Development*. <http://academic.regis.edu/ed205/kolb.pdf>

There will be five class meetings during Summer Session One, each with assigned readings and a combination of short overview lectures and discussion. Students will be expected to complete an average of twenty hours per week with their internship or field study organizations.

IV. Course Completion and Grades will be based on the following:

Completion of minimum 20 hrs/week at internship

25% Weekly field notes and reflection journal

10% Informational interview & report

40% Final paper project, including

- 5% Topic identification and research questions
- 5% Research, Source Identification/Reading and Annotated bibliography
- 10% Detailed Outline
- 20% Final paper (10 pages)

5% Updated resume: 1 hour

20% Submission of final evaluation letter from your supervisor

There will be no final exam in this course; there is a final paper in lieu of a final exam.

V. List of Assignments

All written work should be submitted on a Word file attachment or Google doc by email.

Please label your files as follows: [last name. first name initial] [assignment] [quarter]

1). Weekly Reflection Journal and Final Report on Placement Experience:

a. Weekly field notes/reflection journal:

Minimum 2-pages/week written reflection on the following

- i. A short summary of what you did each week together with
- ii. A short reflection regarding what you learning, seeing, challenges, etc.

This is a weekly log that describes and reflects on student's activities. The reflection might respond to the following questions, among others:

- What is the organization's purpose or mission, and how does it try to fulfill this?
- What are the primary legal, political, and/or social issues or problems the internship provider is concerned with or works on?
- What different populations, clients, and/or stakeholders is the organization trying to serve, and in what way?
- What are the organization's standards of success or effectiveness for trying to reach its goals? Where do you see areas of success? What are the challenges you see it facing, or you yourself are facing, in trying to meet those goals?
- What academic concepts, theories or processes do you see applying (or not applying!) to this work or organization?
- What is the biggest surprise you have encountered? In other words, how has your experience been different from what you believed it would be at your internship?

These journal reflections should be well-organized, grammatically correct, and show effort to think carefully about your experience.

So, for instance, an entry would look like this:

Week 1 (11/1-11/8)

Summary: This week I worked on x and y.....

Reflection: This might involve thinking/writing about things such as the following - One thing I am noticing or learning is.....or A challenge or frustration I faced this week was.... Or Something that surprises me is.... One thing I wish understood better or would like to learn

more about is.... One way that this internship compares to what I studied/learned in x class is.... One skill I am developing is.....

See the Appendix for more information and questions about Reflections

iii. Final Report on Placement Experience:

A 3-page essay that explains and summarizes your overall experiences and learning from the placement or internship experience. It is fine for the final essay to draw directly on what you wrote in your weekly essays. This is due at the end of the course.

2). Informational Interview and 1-2 page Report:

Interns will conduct informational interviews with one person either working at their placement or in their area of interest (such as a lawyer, non-profit director, principle, political advocate, public official or civil servant). The interview may cover a range of topics, including the career motivations of the interviewee, his or her education and other experiences that led to his or her position, and the aspects of the profession that he or she likes or dislikes, among other topics. You will submit a 1-2 page report of this interview, which should be well-organized, grammatically correct, and show reflectiveness and good effort.

3) Research Paper Project

This will be a 10-page paper. This is a scholarly paper that should focus on an issue or institution relevant to Legal Studies and to your placement or internship. The project includes all of the following components/assignments:

a) Topic and Research questions:

A 1-page written overview of the topic on which you will focus and 5-10 research questions that you will pursue or use to guide your work.

Legal Studies is a broad, interdisciplinary field, so there is considerable latitude in the type of paper topic you can propose. For many students, it will make sense to write a paper that involves analyzing an issue, institution, or system related to your internship (such as the juvenile justice system), identifying problems or challenges, and identifying or recommending potential reforms. This could involve some combination of examining historical developments, current laws, policies, and public debates related to something touching on your placement, analyzing an issue or system related to your internship (such as the juvenile justice system), identifying problems or challenges, and identifying or recommending potential reforms.

For example, if you had an internship volunteering at a school, you might write about the development of laws and policies related to public school in the U.S. Or, you could compare some aspect of school laws and policies in the U.S. to those of another country. Or, if you had a placement working with juvenile offenders, you might choose to write a paper that focuses on the history of the juvenile justice system in the U.S., or empirical research showing patterns in how American states treat juvenile offenders, or differences in outcomes. Or, if you worked with a disabilities group, you might a paper analyzing a particular set of laws or set of policies related to disability, or you might research how the disability right movement tried to enact particular laws or reforms.

b) Research (Source Identification, Reading, and Note-taking) and Annotated Bibliography:

The Annotated bibliography should identify relevant sources that you will read and draw upon for your paper and provide a short summary/description of each item and its main ideas.

Research will involve identifying relevant sources, reading them carefully, and taking notes that will be useful for the paper. Research for a legal studies paper can involve many types of approaches and sources: formal law (cases and statutes), historical studies, comparative research, studies of institutions, processes, and policies related to law, and empirical social science research. Researching formal law often involves drawing on references that include court cases and judicial decisions, statutes and codes, executive orders, congressional hearings, legislative history, administrative regulations. Researching broader legal questions and problems usually involves drawing on sources that examine or report on how social, historical, political, or cultural influence shape the development of law; or how society or particular groups or communities are affected or influenced by particular laws and their implementation.

- i. 4 or more scholarly sources (books published by academic publishers, academic journal articles. Your sources may also include works that you have read for other courses, and they can include primary sources such as court cases or reports of legislative hearings, etc.)
- ii. At least 2 journalistic or news sources: newspaper or magazine articles, in-print or on-line, but published by professional, accountable professional news organizations.

c. Detailed Outline:

The Outline should be at least 3 pages. It should be very clearly organized and include your ideas regarding the argument or direction of the paper, which sections/topics you plan to discuss, and indicate how/where you will draw on the literature you identified in your Annotated Bibliography.

b). Final Research Paper

Be sure that your final paper is carefully organized and well-written, with no grammatical errors. It should include a clear organizing argument or thesis and a “Roadmap” describing how you will develop the thesis or which sections/topics your paper includes. This type of roadmap often takes the form of something like the following “First I discuss..... Next, I examine..... In the third section, I turn our attention to..... Finally, I offer a brief conclusion.”

5) **Updated resume:**

This should follow the types of models/guidelines suggested by the UCSC Career Center, and should include your new internship experience!

6) **Final evaluation letter from your supervisor**

This should review the work you performed for the organization and provide an evaluation of your contributions.

VI. Course Schedule: Meetings, Readings, and Assignment Due Dates

Week One (Monday, June 25)

Introduction to the Course and Each Other.

Janet Eyler, "The Power of Experiential Education." *Liberal Education*. 2009.
<http://files.eric.ed.gov/fulltext/EJ871318.pdf>

Steve Chapman, Pam McPhee, and Bill Proudman, "What is Experiential Education?," *The Journal of Experiential Education*.
<http://journals.sagepub.com/doi/pdf/10.1177/105382599201500203>

Beth Braccio Hering, "Why are internships so important?" CNN, April 10, 2010:
<http://www.cnn.com/2010/LIVING/worklife/04/14/cb.why.internships.important/>

Donald Schon, *The Reflective Practitioner*, Ch. 2.
<file:///Users/kebeaumo/Downloads/Schon%201987%20Artistry%20Thru%20Refl%20in%20Action.pdf>

Week Two (July 2):

First Field Notes/Reflection Journal Due.

H. Frederick Sweitzer and Mary A. King,
- Chapters 1-4, "Foundations"
- Chapters 7 "Getting to Know the Clients"
- Chapter 10 "Navigating the Internship Site"
- Chapter 11 "Finding the Beat of the Community"

Week Three (July 9):

Second Field Notes/Reflection Journal Due.

Paper topics and research questions due

Informational interview due.

- Chapter 13 "Considering the Issues: Professional, Ethical, and Legal"

Parker J. Palmer, "A New Professional: The Aims of Education Revisited." 2007. *Change: The Magazine of Higher Learning*, 39:6, 6-13.

<http://dx.doi.org/10.3200/CHNG.39.6.6-13>

William M. Sullivan, "Can Professionalism Still be a Viable Ethic," *The Good Society* 2004. <https://muse.jhu.edu/article/175212/pdf>

Week Four (July 16)

Third Field Notes/Reflection Journal Due

H. Frederick Sweitzer and Mary A. King,

Chapter 8 Moving Ahead,
Chapter 9 Internship Essentials for Staying Engaged and Moving Forward

Week 5 (July 23)

Final Field Notes Due.

Final Paper Due.

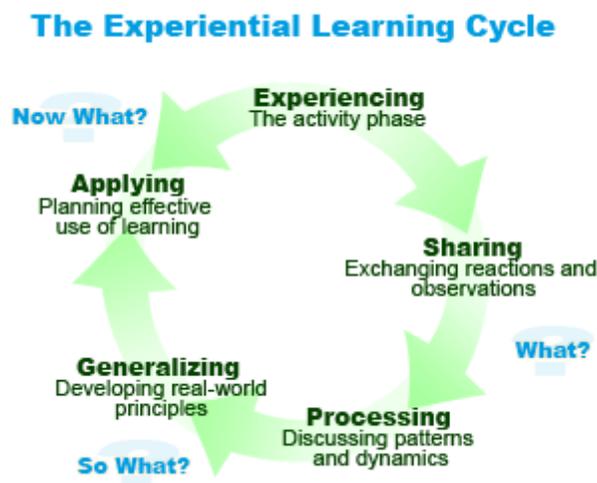
Supervisor's Letter of Evaluation Due.

Using Reflection: Why and How? Information for Developing Reflections in Journals/Field Notes

(Adapted from the University of Minnesota
<http://www.servicelearning.umn.edu/info/reflection.html>)

Reflection is a core component of many academic courses that involve experiential learning such as internships, field placements, or service-learning. Reflection helps students thoughtfully process their work, and helps them critically assess and understand what they are seeing and doing.

Some researchers have developed the idea of Experiential Learning Cycle* to help convey and represent the goals and elements of a good reflection process.



The Four Cs of Reflection

Effective strategies for fostering reflection are based on four core elements of reflection known as *the Four Cs*.*

Continuous reflection: Make reflection an ongoing component of this educational experience, happening before, during, and after all of your visits/experiences.

Connected reflection: Link the experience or “service” at the site with the structured learning in the classroom. This is needed to bridge the gap between the concrete experience and the broader and sometimes more abstract issues discussed in class.

Challenging reflection: Expect that some of the ideas and experiences you will consider or confront will be unfamiliar or even uncomfortable, and that you will sometimes be pushed out of your comfort zone or feel uncertain. Your reflection journals/field notes are an important place to consider and reflect on this.

Contextualized reflection: Try to think about how to make the experience and your reflections on it meaningful in relation to your other academic learning and life experience or goals.

As students participate in this class and undertake the related experiential learning at their placement site, they will be asking themselves this sequence of questions: **What? So What? Now What?**

–**What? Describe** the facts and events of an experience, objectively (All of your entries will involve a what/describe component)
- What did you do and observe?

- What is the purpose or mission of the organization or site you are working for or placed in? What is its organization/structure? Day-to-day functions?
- What issue(s) involved or population is being served?

- So What? Reflect on or analyze the experience. (All of your entries will involve a reflect or analyze component)

Examples of Reflection Questions

- Did you learn a new skill or clarify an interest?
- Did you hear, see, or feel anything that surprised you?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience? What lens(es) are you bringing to bear or viewing from?
- What did you like/dislike or find enjoyable or frustrating about the experience?
- What did you learn about the people, the site, and/or the people or groups it serves?
- How do you see the relation between this organization or placement site and the people or community it serves and the community it is situated within?
- How do you see the relation between this organization or placement site and broader social issues, challenges, or goals?

- Now What? Overall Reflection/Analysis for the “Final Report on Placement Experiences” Think about how to synthesize and integrated the many facets of what you experienced and learned, and consider the future impact of the experience on you, the site, and/or its clients or the broader community it is situated in.

- What overall learning and take-aways occurred for you in this experience?
- How can you connect this learning to your other academic learning?
- How can you apply this learning to other contexts, experiences, goals?
- What would you like to learn more about, related to this project or issue?
- With respect to the types of problems, challenges, or larger issues you saw as part of your experience, what factors could you see at work, what factors may not have been visible, but may have been root causes?
- What other work is currently happening to address the issue?
- What knowledge can you share with your peers or the community?
- If you could do the project again, what would you do differently?

Sample Questions for Weekly Reflections

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your experience has been an eye-opening experience?
- Did anything about your community involvement surprise you? If so, what?
- How do you motivate yourself to go to your site when you don't feel like it?
- What specific skills have you used or learned at your community site?
- Describe a person you've encountered at the site or during your work for the site who made a strong impression on you, positive or negative.
- Has your view of the profession, group, or population with whom you have been working changed? How?
- What institutional structures or social climate seems to be in place at your site or in the community? How did they affect you, or how did they seem to affect the people you work with?
- Has the experience affected your personal goals or views in any way? How and why?
- Have your career goals changed or been expanded as a result of this experience?
- What did you do that seemed to be effective or ineffective at that organization or site?
- How does your understanding of the community change as a result of your participation in this project?
- Do you think you will continue your interest in or involvement with this organization or the type of work or issues it relates to?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?

- During your community work experience, did you deal with being an "outsider" at your site? If so, how did you try to navigate that?
- How are your values expressed through your community work?
- What types of things were most challenging, unsettling or uncomfortable about working at this site? Why?
- Complete this sentence: Because of my experience at this site, I am....