

DRAFT SYLLABUS - LIKELY TO CHANGE

LGST 185 Legal Studies Internship and Community-Placement Seminar:

Field Experiences in Law, Policy, & Society (SUMMER 2023)

Instructor: Ryan Coonerty

Mondays (6/26-8/28), 7-9 pm

Contact: coonerty@ucsc.edu

Office Hours: Encouraged and 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.

1. 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, two informational interviews, and a final original paper.

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.

1. 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 through 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.

- **Pre-Course Requirement: Obtaining a Field Placement (Internship)**

Students are responsible for lining up a placement involving approximately 10 hours/week of work prior to the beginning of this course. Opportunities in Santa Cruz can be found here: <https://scvolunteercenter.org/programs/volunteer-initiative-program/>

and through the UCSC Career Center. Other counties have similar volunteer match programs. 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:

The books are available on [2-hour reserve](#) and (most) available electronically at the McHenry Library and are available at Bay Tree Bookstore.

Ryan. *Wait, What?*

Newport, *Deep Work*

Fowler and Christakis. *Connected.*

Coonerty and Neuner. *The Rise of the Naked Economy*

Ng, *The Unspoken Rules: Secrets to Starting Your Career Off Right (available on e-reserve)*

Burnett and Evans, *Designing Your Life*

Burnett and Evans, *Designing Your Life Workbook*

Career-Related Podcasts of Your Choice to Be Shared with Class (TBA)

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

Completion of minimum 10 hours/week at internship/job/volunteer opportunity

20% Bi-weekly field notes

20% 2 Informational interviews

20% Final paper (8 pages)

20% Submission of final evaluation letter from your supervisor

20% Class Attendance and Participation

1. List of Assignments

All written work should be uploaded to the course's canvas page

1). Bi-Weekly Field Notes and Informational Interviews

1. Bi-Weekly field notes/reflection journal:

Minimum 3-pages, doubled-space written reflection on the following:

- One page that is a short summary of what you did each week with a short reflection regarding what you learning, seeing and challenges.

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?

- One page that is a summary of podcast interview about a person or organization that is related to a potential field of interest

- One page that is answers the questions reflecting the reading (see course syllabus)

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

2).Informational Interviews Reports:

Interns will conduct two informational interviews with one person either working at their placement and using UCSC's Career Center CAN program to connect alumni 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 2 page report of each interview, which should be well-organized, grammatically correct, and show reflectiveness and good effort.

3. Research Paper Project

This will be a 8-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:

1. 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.

1. 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.

1. 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.)
2. At least 2 journalistic or news sources: newspaper or magazine articles, in-print or on-line, but published by professional, accountable professional news organizations.

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. Final evaluation letter from your supervisor

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

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

Week One (June 26) -

Introduction to the Course and Each Other.

Ryan Coonerty, How to Win at College,

<https://ryancoonerty.medium.com/how-to-win-at-college-1fab2f01ec6b>

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/>

Ryan. *Wait, What?*

Week 2 (July 3) NO CLASS - JULY 4TH HOLIDAY

Newport, *Deep Work, Introduction Part 1*

Week Three (July 10) - NO CLASS- WILL BE AN IN LEIU ASSIGNMENT

Newport, *Deep Work , Part 2 and Conclusion*

Due: Field Notes 1 – Connect Ryan’s Wait, What? questions to your internship experience thus far.

Week Four (July 17)

Ng, *The Unspoken Rules: Secrets to Starting Your Career Off Right.*

Week Five (July 24)

Fowler and Christakis. *Connected*. Chapters 1-9

Due: Field Notes 2 – What unspoken rules do you see in your workplace? What is your strategy to respond to them after reading Ng?

Informational Interview 1

Week 6 (July 31)

Coonerty and Nuener. *The Rise of the Naked Economy*. Chapters 1-5

Due: Paper Topics and Research Questions

Week 7 (Aug. 7)

Coonerty and Nuener. *The Rise of the Naked Economy*. Chapters 6-10

Due: Field Notes 3 – How does *Connected* change the way you think about your networks and your experience in your internship?

Week 8 (Aug 14)

Burnett and Brown. *Designing Your Life*, Ch 1-4

Due: Informational Interview 2

Week 9 (Aug 21)

Burnett and Brown. *Designing Your Life*, Ch 5-conclusion

Final Field Notes - Are you a “super specialist” or a “smart generalist”? How has your internship experience reflected/not reflected that thus far?

Week 10 (Aug 28)

Due:

Five Year Plan Based on Burnett and Brown Book

Final Paper

Supervisor's Letter of Evaluation

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

Small Group Tutoring

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course material.

You can also find the link on our website: <https://lss.ucsc.edu/index.html>

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

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?

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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?

• **So What?**

• How do you see the relation between this organization or placement site and broader social issues, challenges, or goals?

Think about how to synthesize and integrate 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?

- Now What? Overall Reflection/Analysis for the “Final Report on Placement Experiences”

- 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....