

**SOCIETY AND GENETICS 195CE:**  
**Community and Corporate Internships**  
FIRST QUARTER

Internship Coordinator: Robbin Jeffries Hein  
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Office Hours:  
M 9:00 - 3:00 & T 9:00 - 3:00  
Course Website: Access via MyUCLA

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**COURSE DESCRIPTION**

Developed in collaboration with the UCLA Center for Community Learning, Society and Genetics 195CE provides an internship experience designed especially for Human Biology and Society majors, but the course is open to all majors. The aim is practical application – through advocacy, service, policy review, and/or research – of the ideas encountered by students in our major program. Ideally this internship is also a venue to link students’ interests in our major program with potential future career pathways and mentors.

Our community-based internships attempt to generate opportunities relevant to each of the specialization areas of our major program: Bioethics and Public Science Policy; Evolutionary Biology, Culture and Behavior; Historical and Social Studies of Science; Medicine and Public Health; and Population Genetics. Students may choose to enroll in any SOC GEN 195CE internship, regardless of whether or not it addresses their declared major specialization area. On completion of two consecutive quarters (an option) in the same internship position, students will have satisfied our major program’s internship requirement and will also receive credit for one of our major’s upper division elective course requirements in the specialization category of the student’s choice. Specifically, the first quarter of SOC GEN 195CE enrollment satisfies our major’s internship requirement, and the second quarter is applied toward our major’s elective course requirements. Note: SOC GEN 195CE, when credited as an elective course, will also satisfy our major’s requirement that one of your electives be in Society and Genetics.

Students will discuss with the Internship Coordinator a series of companion reading assignments that examine the issues related to internship duties, and craft a final paper topic that will link internship-related concepts with their personal experience in the workplace.

**ENROLLMENT REQUIREMENTS**

In order to enroll in SOC GEN 195CE, students must have at least a 3.0 GPA and complete a course contract. Follow the steps outlined in the enrollment procedure document given to you during your intake appointment with the Coordinator. You must complete your intake appointment before you fill out the course contract. You will only be enrolled in the class after your course contract has been signed by your internship supervisor, internship coordinator, and a member of the Society and Genetics department. As part of the enrollment process, you also must sign and turn in a Liability Waiver given to you during your intake appointment.

**STUDENT LEARNING OUTCOMES**

Students enrolled in this independent study course will have the opportunity to:

- Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and concepts drawn from interdisciplinary readings on topics of “nature” and “society.”

- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments;
- Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
- Explore how off-campus work experience contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices.

**GRADE BREAKDOWN**

1. 80-200 hours at an off-campus internship and signed timesheet: Required to pass course
2. 8 Weekly Written Assignments: 40% of total grade
3. Five one-on-one meetings (intake meeting, plus four additional meetings): 20% total grade
4. Final Research Paper: 40% total grade

\*\* All work must be submitted to pass the course even if it is too late to receive any credit.  
 \*\* Failure to complete administrative course requirements in a timely manner (such as submitting your timesheet late or failing to provide your coordinator with contact information for your site supervisor) may also result in a reduction of your final grade by 1/3 of a letter grade or more.

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Based on the UCLA Undergraduate Education Office of Instructional Development’s grade categories for undergraduates, A = Superior, B=Good, C=Fair, D=Poor, F=Failure.

NOTE: Please also be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course. You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.

**COURSE REQUIREMENTS**

1. Submit a timesheet—with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter—to CCLE by 5pm on Friday of Week 10. Please upload your timesheet as a \*legible\* PDF or JPG file. To pass the course, interns must work at least 8 weeks during the 10 week quarter AND work a minimum total of 80 hours (approximately 8-10 hours/week). **Failure to complete the minimum requirements and submit a signed timesheet will likely result in an automatic grade reduction to C-.** If for any reason you find that you must miss more than the equivalent of one week’s regular shift at your internship or if you must end your internship early, you MUST inform your coordinator IMMEDIATELY. Your coordinator will consult with your internship supervisor and Center

administrators about appropriate steps and may advise you to drop the course if it is determined that you are not in a position to pass.

2. Weekly Written Assignments: You must **complete eight weekly written assignments** and submit them as a Word document on the course website by 11:59PM on Sundays. Late papers are accepted with points deducted. (Out of 10 pts., 2 pts. will be deducted every day that it is late.) Required format: Word format, minimum 2 pages double-spaced, Times New Roman 12pt font, and 1" margins. All 8 papers must be submitted by the end of the quarter to receive a final grade.

Written assignments are designed to help you contextualize your internship experience and build your final research paper; therefore whenever possible you are encouraged not just to be descriptive, but also analytical. Think critically about your experience with the organization, the staff and community at large, as well as the assigned readings for the course. Think about how your experiences and observations are affecting your understanding of the organization and their work.

Please see below for weekly response prompt topics. Since these are designed to help you engage with and reflect on what you're doing, if one week you would like to address something that isn't encompassed within the journal topics, feel free to propose an alternate idea but be sure to get it approved by your coordinator before deviating from the assigned topic.

**Second**, write one sentence/comment/question that you want to raise in our next meeting. The question or comment can be about the reading, about your site, or both. Not including this element in your posting will result in a one-point deduction in your following meeting with me.

3. Meetings with Internship Coordinator: Schedule and attend biweekly discussion sessions with your coordinator (me) at the Center for Community Learning at least 5 times, including intake. Come to each 30-minute discussion session prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper. To receive full credit you must be prepared to have an engaged, interactive meeting. Appointments can be scheduled in person at CCL (Murphy A265); by calling CCL at 310-825-7865; or by emailing the front desk at [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu). Since I am not at CCL every day I am unable to schedule appointments personally, and I cannot meet you outside my office hours. Plan accordingly.

You are responsible for making your own appointments and for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. every other week). Each meeting is worth 4 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit. You may schedule only one meeting per week and **MUST** complete your second meeting by the end of Week 4 or the meeting will be considered late and will be worth only half credit. Repeated cancellation same-day cancellations are unacceptable may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the coordinator **IN ADVANCE** and may not be granted. Attending regularly scheduled meetings THROUGHOUT THE ENTIRE QUARTER is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified.

4. **Final Research Paper:** Write an 8-10 page double-spaced **research paper** that integrates work at the site with assigned readings and outside research. During the first quarter of your internship, your research paper must integrate readings relevant to your work at your internship site and the study of human biology and society. For example, you could write an analysis of legislation that informs the work of the organization; legal/privacy rights and access; ethics; or other interdisciplinary contemporary issues. **This paper should review the existing literature in the field and should have a minimum of five reputable scholarly sources.** You will have many opportunities to meet with the Internship Coordinator to discuss the content and format of your paper and several of the written assignments will require you to begin developing your research paper. Proposals will be discussed and approved by Week 7. Final paper is **due by 5 PM Friday of Week 10. Submit your paper online at our course website using the Turn-it-tool.** Late papers will be docked 1/3 of a letter-grade for each day late.

It is our hope that your internship is a value and rigorous experience. However, please do remember that you will be graded based not on internship hours but the quality of the work done on 195CE assignments. Therefore, you are expected to complete high-quality and engaged writing and research, prompt and regular meetings with internship coordinator, and proper and complete paperwork.

## **COURSE & CAMPUS INFORMATION**

### **Academic Integrity**

All UCLA policies regarding academic integrity apply to 195CE internship courses, including but not limited to policies regarding **cheating, fabrication, plagiarism, multiple submissions, and facilitating academic dishonesty**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website:  
<http://www.deanofstudents.ucla.edu/>

### **Course Accommodations & Campus Resources**

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>. Students should also notify their internship coordinator about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

### **Communication with Sites & Campus Stakeholders**

In order to monitor the educational experience of undergraduate interns, the Center for Community Learning communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students & Scholars, the Career Center, and Student Care Managers.

### Seeking Assistance

We have resources here at UCLA if you would like to reach out to someone in order to talk about things going on in your life. The first place you might call is UCLA Counseling and Psychological Services (CAPS) [\(310\) 825-0768](tel:3108250768). (Crisis Counseling is available 24/7 on the phone!) If you live on campus, you can call Residential Life [\(310\) 825-3871](tel:3108253871), and there is a Parent and Family Programs Helpline [\(310\) 794-6737](tel:3107946737). The Dean of Students Office [\(310\) 825-3871](tel:3108253871) is also ready to assist however is needed. Lastly, Community Service Officers (CSO) escorts are available to walk with you from dusk until 1:00 a.m. between campus buildings, local living areas and/or Westwood Village, (310) 794-WALK.

*You are not alone. We stand with you, now and always, as Bruins. --- Janina Montero, Vice Chancellor, Student Affairs & Steve Olsen Interim Administrative Vice Chancellor*

### **PREVIEW OF SECOND QUARTER**

You may choose to continue your internship for a second, consecutive quarter and enroll in a second quarter of SOC GEN 195CE. During the second quarter, students reflect more deeply on their internship experience and develop a final research paper that is either 1) a modification of an existing program, policy, or research project related to human biology and society; or 2) a proposal for a brand new program, policy or research project. This two-quarter program is a unique opportunity for undergraduates to collaborate with community partners and apply their academic skills to address contemporary issues in the field of society and genetics.

## **FIRST QUARTER WEEKLY SCHEDULE**

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### **Week 1: Situating yourself in your internship and community**

No reading or response paper this week. Make sure you complete all enrollment paperwork by Friday of Week 2 to ensure enrollment and avoid late fees.

### **Week 2: Situating yourself in your internship and community**

READINGS: (1) Brief selection from *The Successful Internship* and (2) “Engaged Learning” and Food by Troy Duster and Alice Waters, and (3) “Flexible Bodies: Health and Work in an Age of Systems” by Emily Martin (1995).

WRITTEN ASSIGNMENT (Due Sunday, **April 16<sup>th</sup>**, 11:59PM): **THINK & APPLY**

Briefly describe your internship site and specific role as an intern.

(Reading 1): How is civic professionalism relevant to your internship?

(Reading 2): How does “engagement with” subject matter, such as food as an object of study (from etiology of obesity to causes of food insecurity), influence how you learn to care for certain things and not others? Can you begin to connect “engagement” at your site with how and what you learn?

(Reading 3): Lastly, how does Emily Martin connect the logic of “flexibility” in biological theories of the healthy or sick body to the logic of ‘flexibility’ in modern day work lives? What does she mean that “training becomes ‘natural’”? Is your internship an example of engaged “training”? What does she mean by “empowered powerlessness”? Give a concrete examples to illustrate your answer.

On **April 13<sup>th</sup>**, you might want to attend the “Developing a Research Question” in Powell Library. See here for more information:

<http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series>

### **Week 3: Connecting biology and society through epigenetics?**

READING: Hannah Landecker and Aaron Panofsky (2013), “From Social Structure to Gene Regulation, and Back: A Critical Introduction to Environmental Epigenetics for Sociology.” *Annul. Rev. Sociol.* 2013. 39:333-57.

WRITTEN ASSIGNMENT (Due Sunday, **April 23<sup>rd</sup>**, 11:59PM): **THINK & APPLY**

What social questions around health (e.g., income inequality) have social scientists been concerned with that we can *now* see being made “biologically meaningful” through epigenetics? What is the role of epigenetics in bridging life and social sciences? How does this reading challenge your understanding of the social sciences and life sciences?

On **April 20<sup>th</sup>**, you might want to attend the “Finding Sources at the UCLA Library” workshop in Powell Library. See here for more information:

<http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series>

#### **Week 4: Food: Exposure, Engaged Learning, and the Problematic of Obesity**

READINGS: (1) Hannah Landecker (2010). "Food as Exposure: Nutritional Epigenetics and the Molecular Politics of Eating." UCLA Center for the Study of Women Update Newsletter. (If you want a more in-depth article, read "Food as Exposure: Nutritional epigenetics and the new metabolism," which will be on the course website too.) (2) "One Thing to Do About Food: A Forum" (2006), a conversation between several prominent and popular voices about food, politics, culture, and health.

WRITTEN ASSIGNMENT (Due Sunday, **April 30<sup>th</sup>**, 11:59PM): **THINK & APPLY**

(Reading 1): What is nutritional epigenetics and why does it matter, in the dominant paradigm that obesity and metabolic syndrome are dangerous and growing epidemics, to think of food as a source of environmental exposure? What does she mean by "socially significant molecule?" Landecker draws the connection between food, obesity, and fetal programming of obesity, and prenatal care--does this suggest a new politics of reproduction for women?

(Reading 2): Having read the responses given to the question about how to "fix our dysfunctional relationship with food," who do you most identify with? Do you disagree with how the question is formulated and therefore answered?

On **April 27<sup>th</sup>**, you might want to attend the "Collecting and Citing" workshop in Powell Library. See here for more information:

<http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series>

#### **Week 5: What is meant by producing "good science" or "civic science"?**

READING: Kim Fortun and Mike Fortun (2005). "Scientific Imaginaries and Ethical Plateaus in Contemporary US Toxicology." *Amer. Anthro.* Vol. 107, pp. 43-54.

WRITTEN ASSIGNMENT (Due Sunday, **May 7<sup>th</sup>**, 11:59PM): **THINK & APPLY**

Please notice that this is an ethnography and think about what that method *is*. What do they mean by "good science," "civic science," and how *do* people think about toxicogenomics? Although your site may not be about toxicogenomics, think and apply their approach to something about your internship site. Is there something about genetic or information technology at your site that shapes the subject matter there (maybe the subject is 'cancer' or 'pediatric cognitive development' or 'dementia')? Who are the stakeholders or constituencies at your internship organization? What do they find "worthy of care and attention at your site? Do you think that might affect how scientific knowledge progresses (you don't have to answer this last question, but at least think about it.)

#### **Week 6: Producing laboratory "facts" and the work of genetics counselors**

READING: Rayna Rapp. (2000). Chapters "Culturing Chromosomes, or What's in the Soup" and "Contested Conceptions and Misconceptions" in her book *Testing Women, Testing the Fetus*.

WRITTEN ASSIGNMENT (Due Sunday, **May 14<sup>th</sup>**, 11:59PM): **THINK & APPLY**

This *ethnographic* account of the “social impact of amniocentesis” on expectant parents’ lives is a classic in medical sociology/anthropology literature and really, now, science and technology studies before STS became popular in the United States (and well before you all had a major!). Here is what I want you think about and apply to your site: What does she mean that laboratory work by technicians is interpretive? Isn’t the “science” straight-up and obvious? Give lots of examples. Second, how do professional counselors navigate layers of cultural meaning in communicating test results to their clients? Third, how can you apply what amounts to an illustration of *how* facts are co-produced (human intervention on biological material + human interpretation) in the laboratory and how results get communicated to some aspect of a process at your site? Remember, you don’t have to be interning in a lab, or a genetics counselor’s office to be able to let these findings and concepts *travel with you to your site* (that is the whole point of applying what you learn to “real” life and other things you do.)

On **May 11<sup>th</sup>**, you might want to attend the “Developing Your Research Plan” workshop in Powell Library. See here for more information:

<http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series>

### **Week 7: How have race and ethnicity entered biomedical research and legal thought?**

READING: Troy Duster. (2006). “Lessons from History: Why Race and Ethnicity Have Played a Major Role in Biomedical Research.”

WRITTEN ASSIGNMENT (Due Sunday, **May 21<sup>st</sup>**, 11:59PM): In each week’s readings, you have been exposed to a governing idea which is that science is shaped by social forces, that it does not and cannot “transcend” current social context. What three fields does Duster examine in his questions about how and why race and ethnicity are biologized? In what ways does this “naturalize” social phenomena?

Let’s get started on this too: Submit a brief plan for your research paper. You should 1) describe the topic, 2) state a thesis statement for your argument, 3) lay out the organization of your paper, and 4) explain how the topic is relevant to your internship and major. The article above should fit, obviously. ☺ This can be very messy. I just want you to get started.

I strongly recommend using some of these guides, like the mapping tutorial: <http://www.library.ucla.edu/support/research-help/start-your-own-research-guide-or-tutorial>  
<https://dmcwo.github.io/research-tips/find-the-guides/>

### **Week 8: Connecting your engagement at your site with a final paper.**

WRITTEN ASSIGNMENT (Due Sunday, **May 28<sup>th</sup>**, at 11:59PM): What connections can you make between your internship site and themes from the course? What topic are you interested in writing about and why? What is at stake for you? Submit two full pages of your research paper, fleshing out at least one main point of your paper. Include the point you are making as your topic



sentence(s) and follow with supporting evidence. Cite at least two peer-reviewed sources. You can use course material and/or peer reviewed work you have found.

I recommend using the UCLA Library System for assistance, including the “Mapping Your Research Ideas,” and others listed in previous weeks. Please see the course website for further information on APA style, grade guidelines, and examples to follow.

**Week 9: Reflection on personal development from your internship experience and this course.**

WRITTEN ASSIGNMENT (Due Sunday, **June 4<sup>th</sup>**, at 11:59PM):

Discuss a few valuable lessons you have learned from your internship and the readings on biology and society. What research resources offered by UCLA’s Library System have you utilized this quarter? Did you have a research specialist at the library?

**Week 10: Conclusion**

FINAL RESEARCH PAPER AND SIGNED TIMESHEET DUE **FRIDAY, JUNE 9<sup>TH</sup>, AT 5PM.**