

ENVS 680: Internship Fall 2016

CLASS MEETS: 6-8:45 p.m. Sept. 12, Oct. 3, Nov. 7, Dec. 5, and Dec. 19 (we will meet during finals week). All meetings in Thornton 409.

Glenn Fieldman, Instructor

Office: HSS 330 **Hours:** Monday 12:30-2 and 3:30-4:15, Wednesday 1-2; I will also be in the office for ½ hour before this class (walk-in, no appointment necessary). Other times by appointment only.

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SYLLABUS

An internship consists of both field experience and academic reflection. The “hands-on” portion for one unit consists of 80 hours of work, which can be done in a public or non-profit organization, or a private organization or business. (If your internship will involve 160 hours or more you should sign up for two units; if you will work 240 hours, sign up for three units).

The academic portion of your internship consists partly of four class meetings on the dates and times given above. **Since the class meets only four times during the semester, attendance at all four sessions is required.** To receive credit, you will also need to complete required readings and assignments, which are described below.

Assignments, readings and class discussions are intended to produce critical reflections not only on your own internship experience (what skills, contacts, or understandings about your own career and goals did you derive from it?) but on the work of building a just and sustainable world as it is currently understood and practiced by actors including environmental nonprofit organizations (which are also known as NGOs, or non-governmental organizations), public sector or government institutions and agencies, and businesses. In other words: how effective is the organization for which you are working in terms of achieving its own stated goals? Why or why not? How meaningful are its goals themselves—do you think the organization is making real contributions in moving the business, the community, the country, the world in a sustainable direction? How or how not?

Learning objectives:

- Acquire field experience pertinent to your academic/career goals, and evaluate the experience with respect to its relevance and usefulness for such goals
- Use the internship experience to assess your own career goals (for example, did your internship encourage you to consider graduate school, cause you to change your career path, etc.,)
- Use critical thinking to assess benefits of the internship and the organization to the community, both environmental and other benefits (are the organization’s activities furthering social justice? Building community engagement and cohesion? Offering useful skills to community members?).
- Evaluate the internship as an organization: do you feel the organization made good use of your skills? Offered you the appropriate guidance?
- Evaluate your own performance: What do you think you did well? Has your internship shown you that there are performance areas you want to improve (e.g., public speaking, being on time, learning to be assertive when necessary)?

Assignments

All assignments are due on the dates shown below, in hard copy (no e-mail submissions). Late papers or assignments will receive reduced credit; log/journal assignment will not be accepted beyond one week past due dates.

Assignment one: Completed work agreement (download from ENVS website under ENVS 680). Due Oct. 3 (second class meeting). 10%

Assignment two: Log/journal. Due in 3 installments (typed, please) at the 2nd, 3rd and final class meetings. Turn-ins 1 and 2 each count for 15% of your grade; turn-in 3, which requires substantial and cumulative reflection and assessment of your experience, is 25%. Overall, the log/journal counts for 55% of your grade.

The activity log consists of dates, times and brief descriptions of internship activities: For instance: “7/23/12, 1-5 p.m. Global Exchange office: Prepared draft press release for tour of climate-change activists from Kuribati.” Or: “9/5/12, 3-4 p.m. , collected water samples for testing e.coli contamination, Ocean Beach.” **Please indicate the total number of hours worked each time you turn in your log. Your log should be cumulative**—that is, each log should show both the hours you have worked since the last turn-in, and the **total** number of hours worked so far in the semester.

The journal portion of this assignment requires you to **reflect**—that is, to think on paper about your work, what you are learning, the value of that work, and the value of the organization as an internship partner. It should include both reflections of a personal nature—for instance, how the internship is affecting your thinking about your career or your studies, and about environmental issues in a broader sense. Are you acquiring valuable knowledge or skills? Is the organization making good use of knowledge and skills you already have? Do you feel that your work is contributing to the solutions to environmental problems? Are you encountering surprises—if so, are they good ones or bad ones? Your journal should also include a copy of any product you produced in the course of your internship: flyer, press release, research bibliography, etc. Please note that such products do not count against the length of the assignment—approximately 2 ½ typed, single-spaced pages (12-point font) *each* for the first two turn-ins, and 4 single-spaced pages for the final, a total of 9 pages for the semester.

FIRST JOURNAL SHOULD INCLUDE ANSWERS TO THESE QUESTIONS, AS WELL AS OTHER REFLECTIONS

1. Why did you choose this internship?
2. What does the organization that you work for do? (Brief description)
3. Briefly describe your academic and/or career goals at this point? What do think you would like to do after you graduate? I
4. What are your hopes for this internship (what skills do you hope to learn; what decisions do you hope your experience will help you to make)? Have you discussed these issues with your supervisor as you negotiated your work agreement, or otherwise? How did it go?
5. Initial impressions. Any surprises so far? Any fears or concerns?

SECOND JOURNAL SHOULD ANSWER THE FOLLOWING QUESTIONS and include other reflections:

1. What do you feel you are gaining/learning so far? Is the internship meeting your expectations or not? In what ways?
2. Has your internship changed your views on an environmental issue and/or something you learned in your major classes?
3. What do you enjoy most and least about your internship?
4. Is the organization making good use of your skills, knowledge and time? Explain. If it isn't, have you taken any steps to try to improve your experience, for example by talking with your supervisor?
4. Begin to evaluate the organization you are working for and its approach to solving environmental problems. Are there alternative approaches that would be more effective?

Your third installment (**4 single-spaced pages**) should be a more formal and comprehensive assessment of your whole experience. **Your second and third submissions should include your previous graded journal assignment(s)—the ones I have returned to you graded—with the new one. Clip everything together.**

FOR YOUR THIRD AND FINAL JOURNAL, INLCUDE ANSWERS TO THE FOLLOWING QUESTIONS, as well as other reflections:

1. What career insights did you gain (do you have a better understanding of the career direction you do—or don't—want to pursue)? How did your internship contribute to this understanding?
2. In what ways did you grow personally through your internship?
3. What skills did you acquire or enhance? Have you become aware of additional skills or knowledge that you need to acquire in the future? How have you made use of your coursework and/or other knowledge gained at SFSU?
- 4 Evaluate the effectiveness of the organization for which you worked. Is it contributing to the solutions

of environmental problems? Is it helping to build a movement that can really make our society more sustainable? Do you think it is doing anything to advance social justice? How or how not? Could it do a better job, e.g. by helping children in low-income or minority communities to gain access to the natural world? Would another approach work better?

5. Did your internship inspire you?

6. **Write the answer to this question anonymously on a separate sheet of paper: Write 100 words to your fellow ENV5 majors about your internship about why they should/should not accept an internship with this organization. Include good, bad, and ugly. Your name will not be associated with this description.**

Assignment 3: 5-minute presentation, plus an additional 2-3 minutes for questions, to the class during the 3rd, 4th or 5th session. You don't absolutely have to use slides, but many times they make for a better presentation.

If you do want to use slides, let me know before class, you may either use an online program like Google Slides or bring your presentation to me on a thumb drive. I'll bring my laptop to class (Apple equipment requires a special cable to connect to classroom display equipment). 10%

Presentation should include a brief description of the organization and the work you performed for it, and answer the following questions:

1) What environmental problem does the organization address?

2) Do you think the organization is making an effective contribution to solving this problem? In what ways? Is it meeting its own goals or mission?

2) The articles assigned as reading for this course are critical; does your internship experience lead you to agree or disagree with the authors' criticisms of environmentalism and/or their assessments of the value of various kinds of environmental organizations, including the one you worked for?

Assignment 4: Class participation, including comments on the assigned readings. 10%

Assignment 5: Supervisor's evaluation (get the form on the web at

<http://bss.sfsu.edu/envstudies/internship.html>), or from the iLearn site for this class. Due last day of class. 15%

SCHEDULE:

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| Sept. 12 | Introduction to course and each other; explanation of goals and assignments. Discussion of articles: BEFORE THE FIRST SESSION, PLEASE READ "21 WAYS TO MAKE THE MOST OF YOUR INTERNSHIP," AT THE HUFFINGTON POST, AND WATCH THE SLIDESHOW "TEN TIPS TO MAKE THE MOST OUT OF YOUR INTERNSHIP," AT USA TODAY. SEE ILEARN FOR LINKS TO BOTH. |
| Sept. 14 | Last day to add or drop without a petition |
| Oct. 3 | Work agreements and 1st installment of log journal due. TOTAL YOUR HOURS. Discussion of "How good is that environmental non-profit, anyway?" from Ensia.com and "Create a high-impact non-profit," from <i>Stanford Social Innovation Review</i> (links to all articles are on iLearn). |
| Nov. 7 | 2nd installment log journal due, WITH HOURS TOTALED. First set of presentations. Discussion of the EPA and the relationship between EJ grassroots groups and environmental policymaking. Discussion of Brentin Mock, "How environmental justice fared in 2014—and hopes for 2015," in <i>Grist</i>, and "Environmental Justice: Grassroots Activism and its Impact on Public Policy Decision Making," by Robert Bullard and Johnson. Links are on the class iLearn site. |
| Dec. 5 | Presentations; conclude discussion of Mock and Bullard; discussion of internship experience. |

Dec. 19 **Scheduled final exam date for this class. There will not be a final exam, but we will meet in the classroom at our regularly scheduled time for any remaining presentations, and so you can turn in the final installment of your log and journal with extended reflection. Supervisor evaluations should be e-mailed to me by this date. GET THEM IN ON TIME!**

PLEASE NOTE CAREFULLY THE FOLLOWING CHSS POLICIES:

From: Dean Alvin Alvarez, Fall 2016

B. CHSS Policy

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams/finalfl16.htm

CHSS Withdrawal Policy: The last day to drop a class is September 14, 2016 until 11:59pm. Starting September 15 – November 22, 2016 you must submit a paper withdrawal petition. Withdrawal from a class starting **September 15, 2016** will be considered for *serious and compelling* reasons only and **must have accompanying documentation**. The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)** From **November 23 – December 14, 2016** you may not withdraw from a class or the University, except only in the case of a **serious** documented illness or verified accident.

Withdrawals **cannot** be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies:

<http://chss.sfsu.edu/src>

CR/NC Option: The last day to request CR/NC option is October 19, 2016 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is August 24 – September 14, 2016. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting **September 15, 2016**, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through SF State Gateway: Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2167.html>

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Student Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>