

INTERNSHIP IN SOCIOLOGY

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Course Overview

The purpose of the Sociology internship program to provide Sociology majors and minors with an opportunity to:

- apply sociological knowledge and skills in a practical setting; and
- obtain additional knowledge and skills in preparation for professional work or graduate school.

The internship consists of *supervised work in a social service agency or other type of organization*. Students are responsible for locating and securing their own internship. Students should develop a work schedule with their supervisor as soon as possible and *provide me with a copy of that schedule*. At the start of Add/Drop/Swap week (or earlier), please have *your supervisor send me a brief note confirming that you have been accepted as an intern*. The note should describe broadly the nature of your work and specify the number of hours/weeks you are expected to work during the semester.

Your internship must be unpaid. Subject to agency requirements, students should arrange to work **13 weeks** during the spring semester. The amount of work required is as follows:

- 4 credit hours = 10 hours/week (130 hours total)
- 8 credit hours = 20 hours/week (260 hours total)
- 12 credit hours = 30 hours/week (390 hours total)

Students must enroll in Soc 494R for at least 4 credit hours during any given semester. Only 4 credit hours will count as an elective toward the Sociology major or minor. While students may enroll in the course multiple times, they are restricted to a maximum of 12 credit hours in Soc 494R during their entire undergraduate degree.

Course Enrollment Procedures

Students do **not** enroll in the internship program during pre-registration. Rather, they must receive permission to enroll during **add/drop/swap**. To receive permission to enroll during add/drop/swap, please provide me with the following information:

1. The name and address of your internship site
2. The name and email of your supervisor
3. The schedule for your internship hours, and
4. A brief email *from your supervisor* confirming your internship responsibilities and hours/weeks

Use the "**Application for Enrollment**" form for the first three items above. ***Return this form to me by no later than the end of add/drop/swap.*** For item #4 above, simply arrange to have your supervisor send me a confirming email by the tie you submit your application. Preference will be given to Sociology majors and minors (especially seniors) in a maximum of 10 internship positions each semester. Because enrollment takes place during add/drop/swap, you **will NOT have a position in the course until you submit the form, your supervisor emails me, and I (or Dr. Nalkur) provide you with instructions on the next enrollment steps (which must be completed before the end of the change period).** Please plan your schedule for the possibility that you will not be able to enroll in Soc 494R.

Course Requirements (subject to modification)

Description	Dates	% of Grade
First seminar meeting & Assignment 1	Meeting & Presentation: First week of March (date TBD) Paper 1 due: Friday, February 25 th	15%
Paper 2 outline (via Canvas)	Friday, March 18 th	5%
Paper 2 draft (via Canvas)	Friday, April 8 th	5%
Second seminar meeting Paper 2 Presentation	TBD	5%
Supervisor evaluation	Tuesday, April 26 th	40%
Paper 2 final version (via Canvas)	Monday, May 6 th	25%
Monthly individual meetings	As scheduled – Feb, March, April	5%

1. **Attendance (mandatory) at two seminar meetings or meeting with Dr. Nalkur.** We will meet as a group once in the middle of the semester and once at the end. At both seminar

meetings, each participant in the internship program will offer *a brief paper presentation* (see #3 below). I have scheduled these seminars for the following dates. Another meeting may be added.

- **First Seminar Meeting:** Tentatively scheduled for room 206, Tarbutton Hall.
- **Second Seminar Meeting:** Tentatively scheduled for room 206, Tarbutton Hall.

2. **Completion of two research papers.** First-time participants in the internship program will complete two papers during the semester. *If you are repeating the program for a second time, please contact me for details on the writing requirement and other components of your grade.* Please feel free to consult with me as you develop your papers.

For first-time internship students: The first paper (about 10 pages in length) is worth 20% of your final grade, and the second paper (about 15-20 pages) is worth 40% of your final grade. The remaining 40% of your final grade depends on your supervisor's evaluation (see #5 below).

Due Dates:

- **Paper 1:** Submit electronic copy on February 20th, and hard copy at the beginning of our **first seminar meeting**.
- **Paper 2:** Submit outline via email (snalkur@emory.edu).
Submit paper draft (via Canvas)
Presentation of paper at the **second seminar meeting**.
Submit revised paper (hard copy and draft with comments)

Paper Format: Papers should be double-spaced typed pages (12 point type), and written in sex inclusive (i.e., nonsexist) language. Use the style of the American Sociological Association for referencing published work in the text and in the references (which is not part of the page count). You will find guidelines or "writing tips" at the end of this document. Please follow them.

Required Background Reading: During the first month of the semester, you should consult the book *Writing Ethnographic Fieldnotes* (Emerson, Fretz, and Shaw, 2011), available at Amazon.com. The first five chapters will be particularly helpful in getting you to think more sociologically about your internship experience and to show you how to record empirical observations made on the job. You will incorporate these observations into your research papers. While you are not required to submit field notes for a grade, recording such notes (following the guidelines presented in the book) will enrich your internship experience and help you when it comes time to start crafting your research papers.

Paper 1

Includes the following: (15% of your grade)

- A **brief history and overview of your organization.** (~2 pages)

- A systematic description of the **services the organization provides**. Include, if appropriate, **the organization's "mission" or purpose**, the number and types of clients served, and any data on the success or effectiveness of the organization or the specific program/aspect in which you are involved. Also, discuss any problems the organization may be facing and its goals for the future. (~2 pages)
- A systematic delineation of **how the organization is structured**. Include such things as the number of employees and volunteers (including interns like yourself) and the types of activities in which employees are engaged. **Feel free to include an organizational chart**. Depending on the organizational structure and your research interest (see second paper content), you may also wish to comment on the distribution of types of employees at specific levels within the organization's hierarchy (gender, race, etc.). (~2 page)
- Also, identify and describe **relationships between your organization and other relevant organizations in the field or in the local community**. For example, if you work for the county prosecutor's office, you may discuss relationships with other law enforcement agencies, the court system, and social service agencies. (~1 page)
- **A detailed description of the work you do for the organization**. Also, indicate how you are qualified for this work (experience, academic courses, etc.) and discuss the skills and knowledge you will develop in the course of your internship. (~2 pages).
- A description of the issues related to the organization that you find most interesting. This aspect of your paper serves as the foundation for the research question you will pursue for your second paper. **Indicate what sociologically relevant question you will examine**. You may consult your supervisor and ask if he or she would like you to write a paper on a particular topic of interest to your organization (e.g., a funding proposal, an evaluation study, a literature review). Please **be specific!** (~1 page).

Paper 2

Includes the following: (5% outline and 25% paper of your grade)

- As noted above, your supervisor may want you to write a paper on a particular topic. If so, you will need to make sure that for the seminar paper, the sociological relevance of the topic is clear. If your supervisor has no preference, you will need to choose a topic that is clearly related to existing research in sociology.
- Consult and cite previous research related to your topic, and describe how your paper logically builds upon these earlier studies. Your own observations as a participant-observer in the social setting of the organization, and other data obtained from the organization or other sources, will provide the empirical basis for the paper. Make

sure you obtain your supervisor's approval to collect data or copy already available information about the organization.

- I will be happy to advise you on basic research strategies and on the use of electronic as well as archival databases. It is your responsibility to ask for help when you encounter obstacles.
- Additional instructions about this second paper will be provided later in the semester.

3. **Presentation of two research papers.** (each 5% of your grade) At both of our seminar meetings, each student will give a **10-minute presentation of his or her paper**. The first seminar meeting involves presentations of the first paper, while the second meeting involves presentations of the final research paper. Please do not read your paper, but instead prepare a **synopsis** of the paper. Most students do not use power point for the first paper but do so for the second. Staying within the 10-minute limit is important because: (a) being able to provide a brief and informative summary is a crucial professional skill; (b) you do not want to be responsible for your peers having to stay longer than necessary; and (c) you will benefit from having time to ask questions and discuss your internship experiences with others in the group.

4. **Individual appointments.** (5 % of your grade) Each student should meet with me on at least a **monthly basis**. More frequent meetings are also welcome. Contact me via email (snalkur@emory.edu) to schedule appointments. It is **your responsibility** to schedule these meetings (failure to meet regularly will adversely affect your grade!). We will talk about how things are going for you in your internship, work on defining your research questions, and initiate the appropriate literature searches. These appointments will also help you to write your papers and prepare for seminar presentations. In other words, the meetings will benefit you in navigating your internship and in completing the written work for this course.

5. **Supervisor evaluation.** (40% of your grade) In early December, I will contact your supervisor in writing and ask for a written evaluation of your work as an intern. **Please inform your supervisor early on that she or he will be asked to grade you and (if your supervisor wishes to do so) provide a more detailed account concerning your performance.** Supervisors at the internship site are free to use any criteria they wish in evaluating your performance, just as an employer would in a regular performance evaluation.

Please note: As the semester unfolds, I may need to modify the syllabus, including assignment due dates. Of course, fair warning of changes will be provided!

WRITING TIPS FOR RESEARCH PAPERS

1. Formatting the paper:
 - a. Use section headings (see assignment) and transition sentences between sections.
 - b. Include **page numbers**.

- c. **Double-space all pages, using 12 point type.**
 - d. Tables and references may be on pages separate from the text (and are not included as part of the page count). All Tables should be labeled (e.g., Table 1: Means for the Effects of Gender on Drinking Attitudes) and referred to in the text (e.g., “Table 1 shows that...”)
2. Citing references in the body of paper:
- a. When paraphrasing authors’ ideas or study details/findings, cite this way:
 - 1) Cook (1999) argues that.....
 - 2) Tyler et al. (2003) argue that.....
 - 3) Several studies showed that..... (Cook 1999; Tyler et al. 2003).
 - b. When taking a direct quote from an article or chapter, you must ALWAYS report the page number as above.
 - “The quote”(Cook 1999: 29).
3. Reference page – citing articles, books, book chapters, or electronic sources:
- a. Molm, Linda D. 1990. “The Dynamics of Power in Social Exchange.” *American Sociological Review* 55:427-47.
 - b. Kanter, Rosabeth M. 1977. *Men and Women of the Corporation*. New York: Basic Books.
 - c. Ridgway, Cecilia. 1989. “Understanding Legitimation in Informal Status Orders.” Pp. 131-59 in *Sociological Theories in Progress: New Formulations*, edited by Joseph Berger, Morris Zelditch Jr., and Bo Anderson. Newbury Park, CA: Sage.
 - d. Walker, Henry A., Larry Rogers, and Morris Zelditch, Jr. 1988. “Legitimacy and Collective Action: A Research Note.” *Social Forces* 67:216-28.
 - e. American Sociological Association. 1997. “Call for Help: Social Science Knowledge on Race, Racism, and Race Relations” (ASA Action Alert, October 15). Washington DC: American Sociological Association. Retrieved October 15, 1997 (<http://www.asanet.org/racecall.htm>).
4. Style considerations and grammar tips:
- a. Use of the first person, “I,” is okay to describe things that you “do” or “argue.” Avoid use of “I feel” or “I believe.”
 - b. The word “data” is plural, thus requires a plural verb.
 - c. Use “affect” to mean “influence or impact” and “effect” to mean a consequence. E.g., “Status affects interaction patterns.” versus “The effects of status are large.”
 - d. Use paragraphs to start new ideas. Avoid really long paragraphs!
 - e. Avoid ending a sentence with a preposition.
 - f. Use active rather than passive voice when possible.
 - g. Write out numbers less than 13 (e.g., twelve, ten), unless the numbers compare quantities (like in a scale). Write out numbers 13 or higher if they are the first words in a sentence.

- h. Semi-colons connect two related clauses. Colons follow a complete clause and usually precede a list of some sort.
- g. Use “that” when introducing a restrictive clause (that defines the meaning of the subject in the main clause), e.g., “The data that came from the university were important to the study.” Use “which” to introduce a non-restrictive clause (that just provides supplementary information), e.g., “The data, which came from several sources, may be requested.” Note that commas set off clauses beginning with “which.”
- i. Avoid starting sentences with “however.”