

Fall 2011

PJS 99  
INTERNSHIPS for CREATING SOCIAL CHANGE

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Monday schedule, 4:30 - 7:15pm  
Eaton Hall 124

Do you want to change the world? Do you want to be a leader in the next cultural revolution? Maybe you want to serve society by giving back something of yourself? Maybe you are motivated to transform yourself and 'be the peace' you seek?

Believe it or not, completing an internship at an organization committed to the public life and health of our communities just might help you get started doing some or all of these aspirations. It might even help you decide just what it is you want to do 'after Tufts' to meet your goals for making your community or the world 'a better place.' And don't be surprised if it at least helps you address some of the inner obstacles that prevent you from acting on what matters to you so that you can live the life you most want to live.

**"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Confucius, circa 450BC**

In all honesty, Peace & Justice Studies offers internships to help you think deeply about what personal role you want to play in raising your particular concerns and how to work effectively with others to change how our society organizes and conducts its social, economic, and political life. If you are a PJS major or Certificate candidate, we require you to complete one, typically in a social change or public interest organization. We are convinced you need to know more about how citizen participation and movement organizing have helped bring about some of the achievements you most value in society. You should also know what they hope to accomplish now and for the future.

If you want a future sustained by social and environmental justice within a culture of peace, then you will need to know which ideas and skills, and which strategies and tactics of both collective action and personal responsibility, are essential to the tasks ahead. Since peacemaking and peacebuilding are learned behaviors, internships are often a vital part of the necessary skills training. Organizations and agencies promoting social movements, nonviolence, public service and social responsibility are the 'real world' efforts in which you will participate and 'test' yourself and the ideas, interests and values at issue.

**"Experience is not what happens to you. It's what you do with what happens."  
A. Huxley**

In each case, internship organizations will be investigated for their claims of the fundamental social, cultural, economic, political, psychological, technological, and ecological processes - whether by service, public policy, advocacy, etc. - needed to create peaceable societies and sustainable communities. Your exploration will be based on what you read, write and discuss in the reflection seminar and what you do, see, think, feel, and hear at the internship.

As an interactive process, you will step back from what you are learning at the internship and apply to the organization's activities what you understand from assigned readings and class discussions. Then, based on your participation 'in the field' you will critically question and discuss each of the social science explanations or 'popular' interpretations of the various efforts to bring about social change and social justice.

This intentional linkage and movement between theory and practice should enable you to better understand both the concrete action or engagement and the academic analyses. You should also gain a more grounded understanding of the relationship of public service, social responsibility, active citizenship, leadership, and social change. Admittedly, this can only be an initial attempt at these objectives, given the time limits for our discussion.

Though your internships will address a variety of concerns and issues, we will be reflecting on some of the core concepts addressed in the PJS 'social activism' cluster of courses, e.g., social movements, community organizing and social change. The weekly readings will be determined after all internships are known, and will be available through Trunk or as handouts.

***Internships must be started by the week of 9/26/11.*** All students are required to work a minimum of 10 hours each week (or 120 hours for the semester) and attend the weekly discussion seminar.

Class attendance is mandatory. As much as anything we will read during the semester, your narrative about the actual practices of the organization and your specific work responsibilities are crucial to our investigation. Without your full participation the content and analysis is thereby compromised.

Students receive one course credit for successfully completing the internship, attending and actively participating in the seminar, maintaining a journal, and completing a term paper. Grading will be based on class participation (30 points), the journal (40 points), and the final paper (40 points); there is no final exam. Points are totaled and assessed for a final grade with these criteria in mind: a "C" reflects a basic understanding and ability to apply the concepts used in the seminar; a "B" indicates that you have not only read, understand, and can use the material but are able to articulate the concepts with your own well-developed experiential and critical perspective of them; finally and cumulatively, an "A" demonstrates comparisons and connections between and among the various material, concepts, perspectives, and issues presented and discussed, and how these relate to your personal biography in society, history, and future. Of course, you can do worse than a "C" but there really is little reason anyone should not be able to show adequate competence.

### **PJS Learning Objectives**

11. Identify and explain how people and groups act to promote peace and justice, including: the principled and pragmatic approaches to nonviolent action and the wide array of methods deployed; the dynamics and strategic interactions of contentious politics; and the social innovations in diverse forms and arenas of leadership, whether in civil society, institutions of governance, or political economy.

12. Develop strategies for nonviolent action on behalf of justice and peace, whether by community organizing, advocacy, movement mobilization, or deliberative civic engagement.

13. Demonstrate experiential learning skills for integrating coursework with internship and/or field research opportunities.

### **Suggested journal guidelines**

These are suggested guidelines because I do not want to overly constrain what the journal will become to you. At the very least, it will be something of a written dialogue between the two of us where you explore and synthesize your thinking and analysis of the academic experience, and to which I respond. Yet, it will also be a means to explore your feelings and experiences during the internship. I encourage you to write freely about your feelings -- prejudices, limitations, inhibitions, anger, joy -- as much as you do about the experiences at the internship and with the reading material and our classroom discussions.

The experience of numerous interns over twenty-seven years suggests the journal may evoke a 'you will love to hate it relationship.' It is like trying to keep a running written account of everything you do during the semester; it will feel like a chore some of the time. Yet, with only a couple of exceptions, students have come to value highly this 'intellectual and emotional inventory' of the time in class and at an internship. Many have told me (even years later) that they have kept it and found it useful long after the internship. So, the more that you take it seriously and give it your best attention, the more rewarding it will be to you.

A useful outline for your DAILY REFLECTIONS (and written the same day!) is the following (not every aspect will be relevant each time you write):

1. Describe what you did at the internship today.
2. Describe your reactions to what you did today.
3. Describe the feedback you received from people you worked with.
4. Describe your feelings and attitudes.
5. Describe anything that is bothering you.
6. Describe what you would have changed about your work today.
7. Describe what you learned (from the internship and/or class).
8. Relate any class material and/or discussion to the day's work.
9. Describe the important ideas or insights you are thinking about.
10. Identify anything you want to know more about.

Remember that these are suggestions. But also remember these are the things that will best enable me to "see" you at work without being there; your words are my window into your experiences. My role is to be a sounding board to your ideas and concerns. The better informed that I am, the better I can serve you in assisting you in meeting your objectives and in making the most of this experience.

Please mark the beginning of your journal with the time and the date you worked, e.g., 10-1pm, 1/23. Starting with your second journal, total the number of hours that you have worked for the internship. Place this figure in ( ).

The required format is to start each entry with an outline, noting with an asterisk or 'bullet' the particular tasks and activities undertaken for the day (basically, #1 above).

Here is an example from a student's journal:

10/11/07

9:30-5:30 (47.5)

Today:

- Filled out an I-864, affidavit for support of alien petitioner (i.e. does the person who is sponsoring the immigrant earn enough money to "support" him or her") which took the better half of the day, since I had to fill out 3 of them since the original petitioner didn't earn
- Chatted with an asylee from Uganda
- Set up an appointment for a hilarious Italian speaking Arab Somali.

This 'daily digest' is followed with a reflection that addresses #s 2-10 above; for example:

November 17, 2006

10-3 (5)

ON- Made a major adjustment on the brochure based on an email from Joyce saying, "Bad news. I just got word that Alice is pregnant and getting married. She will no longer be and AGE scholar." Alice was the feature student on the brochure. I had to change it around to make Maureen the feature scholar.

-I worked a bit on the back page of the newsletter.

-I made the adjustments to the newsletter that Dave had recommended via email.

-We had our weekly AGE meeting-controversy (read below)

TN - The news from Joyce that Alice had gotten pregnant was really disheartening. It's especially mysterious because we all knew that Alice was the most enthusiastic of all the scholars about being in school. She got a marriage offer a couple months ago and the committee had decided she shouldn't get married and instead should stay in school. This was based mainly on the fact that Alice wanted to stay in school and didn't want to get married. At least that's the story that I was told by Joyce. We're all a bit confused how this happened. It just proves that our biggest adversary is the men of the village, who seem to think women are their property and can simply take advantage of them whenever they want. This girl is 15! Joyce suspects that there was some sort of deal that went on that Alice wasn't part of. It's odd that she got pregnant first and after is getting married. It hints that the pregnancy was not planned by Alice.

The technique used above is a quasi-ethnographic field note practice. I require it so you can 'mine' your journal as a research means for your term paper. In effect, most everything you 'record' for #1 will be Observational Notes, the narrative from your watching, listening, and collecting information as a "participant observer." These stream-of-consciousness notes can be designated ON.

Theoretical notes (TN) are your initial interpretations or first attempts at analysis as to what is going on at the organization or the activities and people you observe. In these

reflections, you are pondering the meaning and efficacy of what is taking place.

Next are Methodological Notes (MN), which are reminders to you to do something on a future date. For example, to get certain material ('artifacts', evidence), to speak with someone (including a formal interview), to watch or record a particular activity, to get 'answers' to your questions, make a note of it for future site visits.

Last, and typically, when you are about to write your paper (and possibly your initial proposal), are Analytical Memos (AM). These are deliberate reflections on all your TNs. Often you will directly incorporate material from course readings or archival research into the analysis.

In each of these cases, it makes sense to demarcate TNs, MNs and AMs with "hanging indents" like this paragraph. That way they will stand out from your running narrative (ONs). Here is an example:

TN: I am beginning to believe that gender dynamics are at work in the meetings of this coalition. Almost every time Harriet speaks both Tom and Dick drop their heads and no longer make eye contact.

MN: Be certain to watch each man when each woman speaks during the next coordinating committee meeting.

I have adapted this technique and these devices from work by David Moore and his colleagues: *Working Knowledge: Work-Based Knowledge and Education Reform*. Routledge. 2004.

Journal entries should be written the same day /evening of work and submitted by noon the next day. For those of you working on Friday, the journal entry should be submitted by noon the following Sunday.

Please complete each daily entry as a separate MSWord document; label each with your name and the date composed: Dale Bryan, 9.7.11, for example, and deposit it as an Attachment in the Assignments section of Course Tools on the Trunk site for the class.

I will respond to your daily entries, inserting my comments **in this highlight**. You are expected to review my comments; you are not expected to respond, though that is an option.

This format will be used for the first-half of the semester, until Oct. 31st. Afterwards, only the 'daily digest' format is required. In other words, you will need only to provide an outline of your daily tasks at the internship. The reflection or analysis will be optional. Moreover, you will need to submit it only once weekly.

*No journal entries are required after Nov. 21.* However, you may continue to keep the journal and submit entries for my response if you find it useful for your paper.