**BIS 495: Worlds of Work**

**Faculty/Instructor Contact Information**

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**Description of the Course**

Worlds of Work is the Interdisciplinary Arts and Sciences internship course. It is designed to integrate the knowledge and skills cultivated in the IAS program (critical thinking, collaboration and shared leadership, interdisciplinary research, and writing and presentation), hands-on work experience across a variety of internship sites, and collaborative self-reflection on the changing demands and possibilities of work. In order to facilitate this integration and reflection, you will be doing two things in addition to working at your internship site. First, you will read sections of four recent books, all of which raise questions and make claims about the future of work in the United States. These readings will provide you with a set of (conflicting) hypotheses about the work world today. You will then test those hypotheses by using your internship sites as an opportunity to do what anthropologists refer to as “field research”. Field research, in this context refers to the process of making and recording observations about your internship site, the people who occupy it, and the norms that govern it. Your “field notes” (observations, interactions, conversations) will then become the basis of our collective discussions about the validity of the hypotheses generated within the course readings.

Worlds of Work is (largely) an online course. After today, you will meet with Dakota and me on two more occasions, once at the midterm, and then at the end-of-the-quarter public exhibit. This means that you will be responsible for doing most of the course work on your own and that you will need to be diligent in completing the reading assignments, responding to the online writing prompts, recording your field notes, and commenting on the observations of your fellow students/interns*.* ***In order to pass the course, you will need to complete all of the assignments in a timely manner, fulfill the requirements of your learning contract, and participate in the final poster session*.** It will be a lot of work, but it should be a fun course that builds bridges between the skills you have developed in the IAS program and your future career(s). (This is true even if the internship teaches you that you really don’t want to do what you had previously imagined that you did, or that you would prefer to do something that you had not previously imagined was either desirable or possible).

**Course Objectives**

As an academic internship course, Worlds of Work has as its central objective the goal of linking your classroom education to practice-based learning in local for-profit, not-for-profit, or governmental organizations. Contained within this large objective are many smaller ones, each of which supports the overarching IAS learning objectives in critical thinking, interdisciplinary research, shared leadership and collaboration, and writing and presentation: <http://www.uwb.edu/ias/portfolio/learningobjectives>. Here are the four that I value most highly:

1. To enhance your awareness of how the knowledge and skills cultivated in the IAS program can foster life-long learning in a variety of non-classroom environments;
2. To increase your knowledge of diverse career and work possibilities that draw on and build off of knowledge and skills you already possess;
3. To improve your ability to conduct field research across diverse social and cultural institutions;
4. To increase your ability to think critically about different work environments, about what counts (and can count) as work across them, and about the social costs and benefits of various work and career choices.

**Interdisciplinary Arts & Sciences Core Learning Objectives**

**Collaboration and Shared Leadership**

IAS students develop their collaboration and shared leadership abilities by learning to work with others to identify dimensions of a project, generate and refine ideas, follow through on the consequences of collective decisions, and pursue specific tasks without losing a sense of the whole. As part of this process, they learn to assess and draw on group members' diverse histories, strengths, and potential contributions. They develop skills in listening, mediating conflict, playing different roles, and reflecting on the outcomes of collaborative work. Students learn different ways of managing groups, communicating effectively and respectfully across differences, and reflecting critically and creatively on collaboration processes.

**Critical and Creative Thinking**

IAS students develop their critical and creative thinking abilities by learning how to identify assumptions, and to work out how those assumptions inform results. They assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. Students learn to identify central questions or concerns informing other work, and to develop their own work with an awareness of their own social positions and clear animating questions. Students develop a range of skills in interpretation, analysis, argumentation, application, synthesis, evaluation, and reflection.

**Diversity and Equity**

IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.

**Interdisciplinary Research and Inquiry**

IAS students develop their ability to assess and conduct interdisciplinary research by engaging with and across multiple areas of knowledge and kinds of inquiry. They learn to think critically and creatively as they develop research questions, pursue them with appropriate sources and methods, and present results in a form suited to their purpose and intended audience. In this process, they learn to position their own work in relation to other research literatures and methods of inquiry, and in relation to relevant debates and diverse social contexts.

**Writing and Communication**

IAS students develop their writing and communication abilities by advancing an awareness of the interconnected relationships between purpose, audience, author and context. They learn to communicate their purposes effectively to diverse audiences through writing, presentations, and other media, and to use a range of evidence, both qualitative and quantitative, to develop ideas and support claims in ways that best serve their needs. As part of this process, they develop the ability to indicate clearly and self-reflexively the ways their specific acts of communication relate to the work of others.

**IAS Portfolio**

Students majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit the IAS webpage. For help on the technical or rhetorical development of your IAS portfolio, visit the Writing and Communication Center or Learning Technologies.

**Course Readings** (Posted in the “Files” section of the Canvas Course space)

Harry C. Boyte and Nancy K. Kari, “Meanings of Citizenship” and “Turning Our Jobs into Public Work,” *Building America: The Democratic Promise of Public Work* (Philadelphia: Temple University Press, 1996), 13-32 and 164-188.

Richard Florida, “The Creative Class” and “The Machine Shop and the Hair Salon,” *The Rise of the Creative Class* (New York: Basic Books, 2002), 67-82 and 85-101.

George Ritzer, “McDonaldization and its Precursors” and “Dealing with McDonaldization,” *The McDonaldization of Society* (London: Pine Forge Press, 2000), 21-39 and 200-231.

Juliet B. Schor, “The Overworked American” and “Exiting the Squirrel Cage,” *The Overworked American: The Unexpected Decline of Leisure* (New York: BasicBooks, 1992), 1-15 and 139-165.

**Course Requirements/Assignments:**

**Worlds of Work** is a portfolio-based course. I will be recording grades for your online work throughout the course and will be happy to let you know how you are doing at any point. You will be assessed in the course as a whole based on the materials listed below. **These materials will include:**

1. Your major online work posted in Canvas (Discussion Posts)
2. Your complete field journal notes (posted at Midterm and Final),
3. Your career focused activities including an Informational Interview and a current Résumé.
4. Your poster/contribution to the public poster session. Your attendance is mandatory and you will need to take a picture of your poster to post in Canvas.
5. A Framing Statement about those materials in which you discuss your learning in the course and locate your experience in BIS 495 in the context of your undergraduate education posted in Canvas.

**Online Discussion and Field Notes –** *Participation and Online Collaboration (50%)*

**Discussion Posts**:

Follow the course schedule for the required E-Post/E-Conversation/E-Follow-up assignments. On most weeks you will be required to make such postings on Wednesdays and Sundays. There is a discussion link which includes a specific prompt for each required post. You MUST make a **critical and thoughtful response** to each prompt. If you are ever unsure of what to post, go to the Course Schedule and then to the Canvas course space Discussion Board. **Every date on the Course Schedule has a corresponding link in the Canvas Discussion Board.**

**Field Notes:**

Your work in this course will be done online as you discuss your responses to various readings, record your field notes, and participate in conversations with your classmates concerning your research findings and their relation to the course readings. There will be approximately 2-pages (500 words) of online writing due each week. Prompts for all of these assignments are available online. In addition, you will be required to keep an online “field e-notebook” in which you will record your daily observations at your internship site. You will post **your full collection of “field notes” in Canvas at the midterm and end of the course. I will give you feedback on** your field note assignment at midterm.

**A Note on Field Notes and Field Journals:**

Internship sites are complex social environments. Their formal structures and informal norms vary greatly from place to place, even across a single industry or field. While it is possible to make some generalizations, the specifics of any given work world will be likely to betray those generalities. This is why I am asking you, as a researcher of work, to take daily field notes in your field journal. The notes and journal will provide you with the data that you will draw upon in this course as you discuss (and contest) the readings and their hypotheses about the future of work worlds as we move into the twenty-first century.

# **So, what are field notes?**

Your field notes will need to be in electronic form and posted in Canvas. In the context of this course, field notes refer to the observations you will record in your field journal during breaks at work, immediately after work, and/or later in the day – anytime, really, other that the time when you should be working. (Don’t get caught jotting down notes *about* work *as* you work.)

I have not set requirements for the length of your field notes, but I am assuming that you will record at least one page/250 words (typed and double spaced) after every workday or shift. This field journal should be constructed in an electronic form and compiled into one document which you will post in Canvas at midterm and again at the end of the course.

The first page or two of your field journal should be your “timesheet.” Please use that space to record the times and dates of all the hours logged at your internship site.

**Some tips on how to take effective field notes** (adapted from the University of Chicago’s Field Studies Program):

1. Date and record times at the top of each page of your journal. Number the pages. Use a new page when you begin a new set of notes;
2. **Focus on descriptive details since that is the first thing you will forget. As you observe your work setting, the people you encounter, and what they (and you) said, be attentive to details.** How is your internship site laid out? Where do people sit, work, meet, and socialize? What goes on over the course of the day? Be sure to include details about the people you encounter (age, race, gender, politics, etc.);
3. **Focus on your position as a participant and as an observer at your internship site.** Describe your introduction to the site, including your attempts to figure out what is going on and the attempts of others to figure you out. Record how events and people are different from/similar to what you expected. **Remember that a field journal is not the same as a diary or personal journal.** You should record what others are doing and saying, not just what you do or say;
4. Feel free to include preliminary analysis as well as description, but don’t let the former overwhelm the latter;
5. **Be sure to write about everyone and everything, even if it doesn’t seem significant at the time;**
6. Document conversations **with verbatim quotes whenever possible**. In some cases (such as targeted conversations about a specific topic, this may require that you jot down notes as you talk);
7. Don’t censor your notes. Try to record exactly what happens. Don’t let people at your worksite see your notes;
8. Remember your ultimate goal: To create a record of your internship experience that you can share with others in the course and that you will use to test the claims made in the course readings.
9. Develop your own style of taking field notes. Different approaches work for different people.

# How will I assess your field journal?

You will post your field journal in Canvas twice during the quarter, once at the midterm and once in your final portfolio. At the midterm, I will give you informal feedback on how your journal is shaping up.

As you can tell from the tips above, I will be looking at both the midpoint and the end of the course for attention-to-detail and for your awareness of how you are moving through your internship experience. If you want to include theoretical observations, that’s fine. **But this is really the place for you to collect the data that will ground your Canvas discussions and your contribution to the poster session at the end of the quarter**.

**Career Development Assignments**

You will take the opportunity of working as an intern to conduct an **information interview** with someone from your internship site. This assignment will be posted in the Canvas course space. Further instructions are posted in Canvas for this assignment and the due date in on the Course Schedule (part of this document). Additionally, you will also be **REQUIRED** to make an appointment with Career Services at some time during the quarter in order to create/update a **current résumé**. You must post your final/polished résumé by the end of Week 8 AND **provide confirmation of your meeting with Career Services to the instructor.**

**Informational Interview:**

Instructions for this assignment are posted in the Canvas Course Space. You will post this assignment in the **Discussion Board** so that your classmates have an opportunity to learn more about your Internship.

**Résumé:**

If you do not have a résumé you will need to construct one. If you already have one, you will need to complete a revision in order to provide some “polish” to your work. **Either way, successful completion of this task includes a mandatory appointment with Career Services for peer feedback and revision accompanied by confirmation provided to the instructor.**

***Public Exhibit, Framing Statement (50%)***

**Public Exhibit:**

On the final class meeting we will hold a class exhibit. The exhibit is intended as an opportunity for you to share your internship experience in a public forum. You will be asked to create a poster/exhibit which will serve as a prompt for discussion. More information on this assignment is provided in this Course Syllabus and in the Canvas Course Space.

**A Note on the Exhibit:**

On **Week 10** during the first 1 ½ hour of our regularly scheduled class day/time we will be holding a public poster session at a location to be announced. This is a “public” event, which in this case means some portion of the IAS faculty, selected students signed up for BIS 495 next quarter, and anyone else who might be interested. For this event, you will need to produce a poster/exhibit that is designed to present and spur a discussion about how your internship experience, and the course readings/discussions, changed the ways in which you think about work – both the work that you have done in the past and the work you plan to do in the future. **You are furthermore expected to send an email invite to at least one faculty member to the event.**

At the session itself, you will not be asked to speak individually. Instead, the audience will circulate around the room and may stop to talk with you about the experiences and ideas that your poster/exhibit presents. The materials that you use to create your poster/exhibit (and to spur conversation about it) may be new or they may be drawn from your portfolio (excerpts from your field journal, from your e-responses, from the course readings, etc.). Because I imagine that many of you are new to the idea of a poster/exhibit session and others are interested in honing this useful skill, I highly recommend that you meet with a tutor in the Writing Center by **Week 8** in order to strategize about your exhibit. (See Canvas for more details.) Although this is not required, it is highly recommended. Another resource available to you is Career Services. **You are furthermore highly encouraged to practice your oral communication by setting up a mock interview with the Career Services at** [**https://www.uwb.edu/careers/appointments**](https://www.uwb.edu/careers/appointments).

**The Framing Statement:**

The Framing Statement assignment is a brief (1-2 page) essay in which you make evidence-based claims about your learning in the course and how your experience fits into your undergraduate education, with specific reference to the documented work you have done in the course. After rereading the materials, you have produced in this course, you are expected to reflect critically on your work. This does not mean that I want you to assign yourself a grade. Instead, you are expected to discuss your own work with particular attention to those topics, issues, and assignments that you have found most challenging, difficult, and/or time-consuming; as well as the educational objectives outlined in the learning contract you negotiated with your site supervisor at the start of your internship and the course objectives listed on the syllabus (included below). This is your opportunity to build (toward) your IAS capstone portfolio by highlighting the ways in which your experience in the course fits into your undergraduate education as a whole.

**PLEASE TAKE NOTE:** Your participation and successful completion of the above listed course work is vital to your success. Failure to complete assigned work timely and consistently will result in loss of credit for the course. ***Absence from any of the three mandatory class meetings, no matter the reason, will result in a loss of credit for the course****.*

**Course Canvas Site:**

All assignments noted in the syllabus have expanded instructions posted in the Canvas Course space. Your grades will be posted in Canvas. You will also receive course announcements in Canvas from time to time.

**Internship Site**

Credit loads for BIS 495 vary with weekly hours logged at your internship site: 2 credits (4-6 hours); 3 credits (7-9 hours); 4 credits (10-12 hours); 5 credits (12-14 hours); 6 credits (15 hours or more).

**Classroom Conduct**

One of the priorities of this course is to create a composed, focused, and inclusive environment in which students can all do their best work. For this reason, University Conduct Codes will be rigidly enforced, and distractions will be regulated. The following considerations are emphasized:

**Classroom Distractions**

Laptops and all other electronic devices must be **turned off and put away** during class unless otherwise indicated by me. Exceptions will be made for people with disabilities or family responsibilities. Please contact me to discuss your needs. Repeated issues with distractions may result in loss of points, removal from class, or required meetings with your instructor.

**Classroom Respect and Difficult Discussions (In class and online)**

In this course, as in many, you may encounter issues and perspectives with which you are unfamiliar and uncomfortable. Given the nature of the topics in this course, you can expect that we will have frank discussions about potentially sensitive and controversial topics. These discussions may make you uncomfortable. Please trust that this is part of the learning process. If the discussions make you *too* uncomfortable, please let me know after class. We will work together to provide a safe and respectful environment in which students can express their ideas.

**Late policy:** Turning in late work is unacceptable and will affect the learning/teaching sequence as well as your success in the course. ***All work must be turned in on time in the appropriate Canvas assignment to receive points.*** ***Emailed work is not accepted.***

**Academic integrity:** Please see the UWB General Catalog, the documents you signed upon admission to IAS, and these [policy statements](http://www.uwb.edu/studentaffairs/studentconduct) for crucial information regarding academic integrity. The library also has useful [resources](https://guides.lib.uw.edu/friendly.php?s=bothell/ai) for you to explore. You are responsible for knowing what constitutes a violation of the University of Washington Student Code regardless of your intent. Make sure you know how to properly cite any ideas or words you have taken from outside sources.

**Access and Accommodations**: Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. You may complete the New Student Application in this link <https://www.uwb.edu/studentaffairs/drs>, and DRS will contact you. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 425.352.5307 (Voice and Relay) or [rosal@uw.edu.](mailto:rosal@uw.edu.) You may find more information about Disability Resources on campus [here](https://www.uwb.edu/studentaffairs/drs).

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**Respect for Diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to:

* respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
* engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources [here](http://www.uwb.edu/diversity).

**Inclement Weather:** Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the [website](https://www.uwb.edu/) or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see this [site](https://www.uwb.edu/emergency/weather). Class activities will be rescheduled as needed.

Gender Neutral Restrooms (ARC, Discovery Hall, Beardslee Building, Husky Village)

For students who prefer to use an inclusive, gender neutral bathroom, the closest one located to us is on the lower level of Discovery Hall off of the ramp connecting DISC to UW2.

## Reflection Room Information (UW1-007)

This room is an open use space for all members of UWB who seek quiet time for meditation, reflection and prayer. No reservations are needed to utilize this space. Please follow the guidelines listed in the room about the expectations of the space.

## Lactation and Baby Changing Locations

Lactation stations can be found in UW1-128, UW2-336, Husky Hall 1419, and Beardslee Crossing 102 U. These stations are available from 8am-5pm and can be reserved online at uwb.edu/admin/services/lactation-station. Baby changing stations are located in Discovery Hall LL 050, UW2-L2 washrooms, UW1-L1 washrooms, LB1 and LB2-L1 washrooms.

## Other Parenting Student Resources

Parenting Students are encouraged to take advantage of the resources provided on campus, which include the Parent Union at UWB, the Child Care Assistance Program, priority access at Bright Horizons Bothell and Bothell KinderCare, back-up/sick care at Bright Horizons, and lactation rooms and baby changing stations on campus. For more information, please visit the [Parent Resources website](https://www.uwb.edu/studentaffairs/resources-for-parents), or contact the Parent Union on [Facebook](https://www.facebook.com/PUUWB/).

## Students Support Services

### **Health and Wellness Resource** [**Center**](https://www.uwb.edu/arc/HAWRC) **(HaWRC)** | (ARC-120), 425-352-5190, [hawrc@uw.edu](mailto:hawrc@uw.edu)

Provides connections, financial coaching, and public benefits enrollment. Their services also include [peer health education](https://www.uwb.edu/arc/hawrc/about-us#peer-health-education) and [sexual and relationship violence prevention and advocacy](https://www.uwb.edu/arc/hawrc/about-us#violence-prevention).

### [**Library**](http://library.uwb.edu/) | 425-352-5340

### [**Writing and Communication Center**](http://www.uwb.edu/wacc) | (UW2-124), [uwbwacc@uw.edu](mailto:uwbwacc@uw.edu), 425-352-5253

### [**Quantitative Skills Center**](http://www.uwb.edu/qsc) |(UW2-030), [uwbqsc@uw.edu](mailto:uwbqsc@uw.edu), 425-352-3170

### [**Student Success Center**](http://www.uwb.edu/studentservices/success-services) | (UW1-160), 425-352-3427

### [**Counseling Center**](http://www.uwb.edu/studentaffairs/counseling) | (UW1-080), 425-352-3183

### [**DACA and undocumented student resources**](https://www.uwb.edu/studentaffairs/daca-resources)

Visit here to learn more about emergency funding, resources, and quick links for Undocumented and DACA students

### [**Victim Advocacy and Support**](https://www.uwb.edu/sexualassault/support) | (Within HaWRC in ARC-120), [uwbvae@uw.edu](mailto:uwbvae@uw.edu), 425-352-3851

The University of Washington offers free advocacy and support for students and employees affected by sexual assault, relationship violence, domestic violence, stalking, sexual harassment and other related experiences. *NOTE: Email to the VAE is not a confidential form of communication, so avoid including personal information in your email. Instead, call or use email only to set up an appointment.*

### [**The CARE Team**](https://www.uwb.edu/studentaffairs/care-team) | (425) 352-SAFE (7233)

The UW Bothell Consultation, Assessment, Response and Education (CARE) Team is a confidential resource for the entire campus community when there are concerns about a student’s well-being. Their purpose is to provide proactive and supportive consultation, assessment, response, and education regarding students who may be at risk or in distress.

### [**Diversity Center**](https://www.uwb.edu/diversity/diversity-center) | (UW1-173), [uwbdiv@uw.edu](mailto:uwbdiv@uw.edu), 425-352-5030 | Monday-Friday from 8:30am-8:00pm.

### The mission is to advocate for and collaborate with others to support a safe and inclusive campus community where resources will promote equity and social justice for all students, advocate and support students through education, and foster student success to marginalized and underrepresented communities at the University. The Diversity Center is by students and for students. The Center also has a room (UW1-181) that students may use for the purpose of a Reflection Room. To learn more or make a reservation for space, email or visit the website.

### [**Husky Pantry**](https://www.uwb.edu/studentaffairs/resources/husky-pantry) | (Husky Village Community Center & Diversity Center UW1-173)

Husky Pantry is a resource for all UW Bothell students who might be between paychecks or just need some extra resources to get through the week or month. It is a food pantry that can be accessed by any student, housing resident or non-resident, who is facing food insecurity. The Husky Pantry has two locations:

* Husky Village Community Center can be accessed 24/7 by asking the Community Assistance (CA) at the front desk to open it during business hours (Monday-Friday 8:00am-6:00pm, Saturday 12:00pm-6:00pm) or by calling the Resident Assistant (RA) on duty at 206-245-5536 after hours. If you have any questions you can also email Residential Life at [uwbhvcc@uw.edu](mailto:uwbhvcc@uw.edu).
* [Diversity Center](https://www.uwb.edu/diversity/diversity-center), UW1-173. Here, the Husky Pantry is open during Diversity Center hours, Monday-Friday, 8:30am-8:00 pm. The Center is closed Saturday and Sunday. To access, ask the Student Assistant at the front desk to open the pantry for your use. Use of the Husky Food Pantry is anonymous, we only record what food is taken.

**Course Schedule**

**Week 1**

**Friday 1/10 - First Class Meeting:** Career Pyramid, Introductions, Maximizing your experience, and Syllabus

* Begin taking Field Notes on each day you work at your internship site
* Last day to turn in your signed learning contract. Note that the learning contract must be negotiated with and signed by your site supervisor, Dakota, and Loren.

**Week 2 | Work Sites | Reading Assignment:** George Ritzer, from *The McDonaldization of American Culture*

## Wednesday: 1/15

* “Your Internship Site” Post due

**Sunday: 1/19**

* No assignment due

**Week 3 | Work Styles**

## Wednesday: 1/22

* First e-conversation about Ritzer due. (Like all future e-conversations, this one should test the reading’s arguments about work against your internship experience)

## Sunday: 1/27

* Follow-up on Ritzer due. (Like all future follow-ups, this one should comment on your collective discussion of the reading’s arguments and their relevance across your various internship sites)

**Week 4 | Reading Assignment:** Richard Florida, from *The Rise of the Creative Class*

## Wednesday: 1/29

* E-response on Florida due

## Sunday: 2/2

* E-conversation about Florida due

**Week 5**

**Wednesday: 2/5**

* Follow-up on Florida

**Friday: 2/7 – Second Class Meeting**

## Sunday: 2/9

* No Assignment Due

**Week 6 | Too Much Work | Reading Assignment:** Juliet B. Schor, from *The Overworked American*

**Wednesday: 2/12**

* First e-conversation about Schor due
* **Post your field Journal Notes in your Google site**

## Sunday: 2/16

* Follow-up on Schor due

**Week 7 | Work Ethics | Reading Assignment:** Harry Boyte and Nancy Kari, from *Building America*

**Wednesday: 2/19**

* E-response Boyte & Kari due

**Sunday 2/23**

* First e-conversation about Boyte/Kari due

**Week 8**

**Wednesday: 2/26**

* Follow-up on Boyte/Kari due

**Sunday: 3/1**

* Résumé posted in Canvas course space.

**Week 9**

**Wednesday: 3/4**

* Informational Interview Due in Canvas by this date

**Sunday: 3/8**

* No assignment due

**Week 10:**

**Wednesday: 3/11**

* Framing Essay posted in Canvas

**Friday: 3/13 – Third Class Meeting**: Internship Exhibit

**Sunday: 3/15**

* Final Field Notes
* Post Picture of Exhibit