Legal Studies Internship

Course Summary: This 300-level course provides students in the pre-law concentration in the HCOM major (to be renamed Legal Studies in fall 2018) or the Pre-law minor (for students in other majors) to complete a 100-hour internship in the local community. The fall section is an independent study under the mentorship the HCOM faculty Pre-Law Concentration and Minor advisor. The spring version of this class focuses on legal aid in partnership with several local nonprofit organizations which provide legal services or referrals for low or no cost legal services to underserved members of local communities. Local partners have included Legal Services for Seniors, the Watsonville Law Center, the United Farm Workers Foundation, and California Rural Legal Assistance. In the revised HCOM major curriculum for fall 2018, a new standalone 400 level Legal Aid Internship course will replace the spring section of Legal Studies Internship reflecting a commitment to providing a more advanced learning experience for students while also continuing to support legal aid organizations in the local community.

Course Goals:
- Provide students an opportunity to support legal aid organizations in the delivery of legal services to underserved local communities.
- Provide students with hands-on experience where they connect their studies in the pre-law concentration/minor with local concrete issues of concern—including deeper understanding of such issues as the justice gap, immigration, elder law, consumer protections, employment discrimination, and many others.

Course Assignments:
- During the first six weeks of the semester, students complete several trainings and workshops conducted by the professor and community partners. Topics for the workshops are developed by the instructor in conversation with community partner organization needs and help students understand the local legal landscape, explore the justice gap in California and how legal aid organizations are working to close that gap. Skill focused workshops include confidentiality, working with clients, interviewing skills, cultural competency, record keeping, and networking.

Course Assessments:
- Students complete three reflection papers. The first outlines their learning goals for the course--one connected to the learning outcomes of the concentration or the minor, one professional goal, and one personal goal. The middle and final paper reflect on progress made toward these goals and their work at the internship site.
- Supervisors at partner organizations complete an assessment rubric evaluating student work at the site.

Oral History & Community Memory SL

Course Summary: Through the intersection of oral history and service learning theories, methods, practices, and reflections, Oral History and Community Memory is designed to address the gathering, exploration, and representation of individual and collective memory. The course seeks to foster greater cross-cultural awareness and a more inclusive public appreciation of the past, present, and future of interconnected cultural communities. This class is part of a multi-year oral history project to record and preserve local history and memory. This course, which has been offered for over 20 years, has supported the collection of oral histories in the Salinas, CA Chinatown neighborhood, of first generation college students at CSUMB, of Chicano veterans of Fort Ord, and of the African-American community in Seaside, CA among many locations and communities. A recent partner has been the People’s Oral History Project of Monterey County, a local grassroots project documenting the histories of activism in the region. Recently, students have interviewed lawyers and community advocates from California Rural Legal Assistance, examining their groundbreaking work to tackle farmworker rights, housing, education, and gender discrimination issues.

The culminating event is a public showcase of the oral histories completed--where narrators and the community at large are invited to attend. This event has happened on campus and in the local community. Interviews are archived in HCOM
as part of the Oral History and Community Memory Archive. As its mission describes, the archive “promotes oral history projects that build understanding of the Central Coast’s multicultural past, present and future. Projects are generated in collaboration with community interests and needs, and investigation results are returned to the communities and individuals involved, in ethical and collaborative ways. As a public research repository, the Archive welcomes use by students, scholars, and interested community members.”

Course Goals:
● Fulfills current major learning outcomes in Media, Narrative and Ethnographic Skills for the HCOM major as well as a Research/Theory intensive requirement.
● Course proficiencies include several that connect to civic learning, including the ability to “design, conduct and preserve oral histories that make meaningful contribution to the community,” “analyze, critically reflect on oral histories in ways that are culturally sensitive, historically grounded and that make contribution to community knowledge,” “practice shared authority in the oral history and interpretive processes” and “understand how oral history research serves to benefit community; and reflect on the social impact of one’s work, scholarship, and professional behavior within community, reciprocally engage in knowledge exchange with community in order to become co-creators of knowledge.”
● Fulfills Upper Division Service Learning outcomes for CSUMB general education and in the HCOM major. These include such areas as social responsibility in the discipline, social justice and equity, and the ability to “learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.”

Course Assignments:
● Reflective journal connecting readings, class discussion, interviews, and class activities
● Oral history project presentation (an existing and completed interview)
● Practice interviews in which students critique a partner’s interview to help assess technique and reflect on how they might apply their findings to their own practice and integrate into their community interviews
● Historical research essay and presentation “developing and demonstrating knowledge of a historic event, or issue impacting the experience of their interviewee”
● Question guides for interviews
● Field notes about how they conducted their interview
● Interview transcript
● Participation in a community presentation to share findings from interviews and read excerpts.

Course Assessment:
● Each assignment has rubrics and students complete a cumulative reflection at the end of the semester.