

Sociology 195CE: Fieldwork in Los Angeles

Community and Corporate Internship Course

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Overview

Sociology is not just a set of topics that are passively studied in the classroom. Rather, it is more accurately described as a set of tools to be actively applied to the social world around us. Sociology 195CE is a first step in the practice of sociology outside of the classroom, in the larger Los Angeles community. Over the course of the 10-week quarter, Sociology 195CE students draw on foundational examples of sociological fieldwork to conduct their own analyses and interpretations of experiences in community and corporate internships. Weekly work culminates in a final paper.

STUDENT LEARNING OUTCOMES

Students enrolled in this independent study course will have the opportunity to:

- Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and social construction.
- Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments;
- Develop and execute a research paper integrating analysis of experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
- Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

ENROLLMENT REQUIREMENTS:

In order to enroll in Sociology 195CE, students must have at least a 3.0 GPA and complete a course contract. Follow the steps outlined in the enrollment procedure document. **You must have completed your intake appointment before you fill out your course contract.**

COURSE REQUIREMENTS:

1. Minimum of 80 hours of work at an off-campus internship (and a signed timesheet)
2. Weekly Written Assignments
3. Five one-on-one meetings (your intake meeting, plus four additional meetings)
4. Final Research Paper
5. Liability Waiver

Signed Timesheet

Your signed timesheet is due by 5pm Friday of Week 10. You should plan to work at least 8 hours per week at your internship site and must work a minimum of 80 hours during the quarter. While you are free to add a few hours, be advised that working more hours is not necessarily better—for your internship experience or your grade in this course and others. Please consult me if you find yourself working more than 10-15 hours per week, especially if you are not being paid for your internship. A copy of the timesheet is available on the course website. The timesheet may be dropped off at the front desk, faxed, or emailed directly to your coordinator. You must submit your timesheet to receive credit for the course. **Failure to submit a signed timesheet reflecting at least 80 hours is grounds for automatic failure.**

Weekly Written Assignments (40%):

Each week, you are required to complete a 2-3 page written assignment. These assignments should be written like short papers with an introduction and a conclusion. There are two parts to the written assignment. First, you will be asked to summarize the readings and highlight or pull out particular aspects of each reading that will be important for applying these readings to an analysis of your internship field site.

Second, you will be given a certain analysis based on the article you read. This should be the bulk of your analysis (i.e. **you should spend 1-2 pages on this portion of the written assignment**). Your objective is to convince me, both verbally and in writing, that you have done the in-depth mental work necessary to find sociological phenomenon occurring in your field site. A great way to do this is to find **concrete and specific examples from your site**.

All assignments must be uploaded to the course website **by Friday at midnight**. Each assignment is worth 10 points. 2 points will be deducted for every day the assignment is late.

One-on-One Meetings/Participation (20%):

You are required to attend a 30-minute meeting with your coordinator **every other week** to discuss the connections between the course readings/concepts and your own individual internship field site. Five meetings are required, including the intake appointment, and each meeting is worth 4 points. You will essentially be leading these meetings, doing the majority of the talking. I will provide feedback on your written assignments, but expect you to dig further into your analyses during each meeting. You are expected to review your assignments before you come in and must be prepared to discuss the concepts highlighted in each week's assigned readings.

Scheduling these appointments is the student's responsibility. To set up an appointment, please call 310.825.7867, email cclmeetings@college.ucla.edu, or drop by the Center for Community Learning (A265 Murphy Hall). **If you are more than 10 minutes late to your meeting, you will have to reschedule (no exceptions) and the make-up meeting will be worth only half credit.** Repeated cancellation without advanced notice is unacceptable and will result in a deduction from your final grade of at least 1/3. **You must schedule your second meeting by the end of week four or there will be a one-third-grade deduction from your final grade.**

Final Paper (40%):

In the final paper, you will try and bring the reader into the world of the place that you have been studying. Choose the two weekly paper topics that you found most interesting throughout the quarter. Find **three** outside scholarly articles (i.e., peer-reviewed, academic articles that are not on the course syllabus). Using these articles and two from the course, build on the analyses you conducted during the quarter. This paper should present a clear thesis about YOUR individual and specific internship fieldsite and it should relate to a more general field of sociological inquiry. You should draw on the concrete examples you used to write your analyses each week. The final paper should be approximately 8-10 double-spaced pages in length (Times Roman, 12pt. font, 1 inch margins). You will submit a paper proposal and annotated bibliography in Week 8 though you are still expected to submit a reference page with your final paper.

Liability Waiver:

Available at the Center for Community Learning and required by UCLA for off-campus work.

WEEKLY READING AND ASSIGNMENTS

Week 1: An Introduction to Ethnography

Reading: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Field Notes*. The University of Chicago Press. Chapters 1 and 2 required.
Geertz, Clifford. 1973. *The Interpretation of Cultures: Selected Essays*. Basic Books.
(Chapter 15 recommended reading only)

Written Assignment:

Using your own words, what is meant by participant observation, immersion and resocialization? Again using your own words, describe in four sentences what the four implications of ethnography are. Your answers (roughly 2 pages) to **these questions must be uploaded** to the course website. As well, spend 10-15 minutes at your internship site observing and writing field notes. Bring these to our first meeting. These fieldnotes **do not need to be typed and you do not need to upload the field notes** to the course website. But, they should be very detailed for your own record keeping. You should plan to keep an informal journal of fieldnotes throughout the quarter to ensure that you have concrete examples to draw on for each of your weekly assignments and your final paper.

Week 2: An Introduction to Civic Engagement and Your Field Site

Reading: High-Impact Educational Practices; Sweitzer, Frederick H. & King, Mary A. 2009. *The Successful Internship: Personal, Professional, and Civic Development*, pp: 5-8
Since you are required to cite resources properly, please explore this website for how-to advice.
Purdue Online Writing Lab
<https://owl.english.purdue.edu/owl/resource/560/01/>

Written Assignment: Summarize the reading and briefly describe your internship. Based on the discussion of civic development, in what ways does your organization fulfill a civic mission?

Does it foster a culture of civic professionalism? Do you anticipate any challenges with conducting fieldwork at your internship site? For instance, does your organization have any confidentiality or privacy guidelines you will need to respect? How might your reflections or analyses differ if you were in a course other than sociology?

Week 3: Sociological Foundations of Interactions

Reading: Goffman, Erving. 1967. "On Face-Work: An Analysis of Ritual Elements in Social Interaction." *Reflections* 4(3).

Written Assignment: Summarize the reading. Sketch Goffman's main argument. Explain the concepts of line, face, and face-work. Draw on your general knowledge of your field site and at least one concrete example to answer the following questions: What would Goffman say about your internship field site? How are his concepts present in your own internship fieldsite, both in the office, and among relationships with "clientele"? How does the organization/company create a face, and maintain a line? Why is this so? How this might look differently in a different setting?

Week 4: Creating/Managing an Identity and Occupational Dilemmas

Reading: Arluke, Arnold and Clinton Sanders. 1996. "The Institutional Self of Shelter Workers" in *Regarding Animals*. Arnold Arluke and Clinton Sanders, eds. Philadelphia: Temple University Press. 82-106.

Written Assignment: Summarize the reading. What is the occupational dilemma, and how does this impact shelter workers' preferred identities (as "animal lovers")? Using your experience in the internship field site, identify a major occupational dilemma/obstacle (like that of shelter workers), either affecting an individual worker, a groups of workers, or the organization/company as a whole. What is this dilemma and how is it managed through strategies that the employees have devised? A good starting place for this exercise is to ask, what is the main identity/goal of my organization/company (i.e. a moral firm, or an earth-friendly producer that, say, promotes movies, sells stock advice to clients, provides legal services to clients, attracts viewers to a website, etc). What are the obstacles that occur every day that make accomplishing this identity/goal difficult (i.e. employees are habitually late, competitors offer equal or better products, customers do not truly "need" the product, etc.)? Now, what strategies help neutralize these obstacles?

Week 5: Using Symbols

Reading: Ronai, Carol Rambo and Carolyn Ellis. 1989. "Turn-Ons for Money: Interactional Strategies of the Table Dancer." *The Journal of Contemporary Ethnography* 18: 271-298.

Written Assignment: Identify and explain three "symbols" that dancers draw upon to carry out their professional tasks. Briefly discuss how the concepts of face, line, and face-work can be seen in these workplace settings. Draw on your general knowledge of your field site and at least one concrete example from your participant observation to answer the following questions: Identify the use of "symbols" by an individual(s), as well as by the organization/company toward its "clientele." Detail how these symbols are used and the responses they create.

Week 6: Surviving the Work Week

Reading: Thompson, William E. 1983. "Hanging Tongues: A Sociological Encounter with the Assembly Line." *Qualitative Sociology* 6: 215-237.

Written Assignment: Summarize the reading. What are the most problematic characteristics on the kill floor? Draw on your general knowledge and at least one concrete example to answer the following questions: In what ways does working at your organization/company (for both you and regular employees) resemble an "assembly line" and does that lead to dehumanization? Is there a "financial trap"? Is there an "intern trap"? How do conditions differ between different places in the work hierarchy? How would you alleviate these issues?

Week 7: Gender in the Work Place

Reading: Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender and Society*, 20:4, 465-490.

Written Assignment: Summarize the reading. What does Schilt mean when she describes transmen as having an "outsider-within" perspective? Why does this make transmen interesting to study when examining workplace discrimination? What is the distinction between "open" and "stealth" transmen in Schilt's research? Are there any groups or individuals in your workplace that might have an "outsider within" perspective to share, and, likewise, are there circumstances in which these individuals may experience discrimination?

Week 8: Paper Proposal & Finding Outside Sources

Reading: Citation Guidelines and References Search Documents

Written Assignment: Identify the two weekly assignments that you plan to use to guide your research paper and describe how the fieldwork you did for those assignments links to a larger topic of sociological inquiry. After identifying your research topic and shaping a research question for the final paper, create an annotated bibliography containing your three outside references. An annotated bibliography includes the **proper** citation of the book/article and a 1-2 paragraph summary of the author's specific argument. Do not simply cut and paste the abstract. In the manner we have done throughout the quarter, how does each of these three outside articles relate to your internship field site?

Week 9: Quoting

Reading: Duneier, Mitchell. 1999. *Sidewalk*. New York: Farrar, Straus and Giroux: pp173-187. Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press: pp 11-22.

Written Assignment: Interview one person at your internship site (the individual you choose is up to you, as is the topic, but please make sure the interview at least 15 minutes long). I do not want to see direct transcriptions or even a description of the interview. Mimicking the style of either Duneier or Willis, write an analysis on the topic of your choice incorporating some of the quotes from your interview. This is a good time to elaborate on a topic you may have addressed earlier and that is relevant to your final paper. **You will need to record your interview to ensure that your quotes are accurate.**

Week 10: Final Papers

Written Assignment: Complete and turn in final paper via the course website by **5pm, Friday of week 10**. For every 24-hour period that your paper is late, your (paper) grade will be deducted by one-third of a letter grade (that means that if you upload your paper at 7:10pm on Friday, you will lose 1/3 of a letter grade).

All policies in the UCLA Catalog regarding academic dishonesty apply to 195CE internship courses, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website:
<http://www.deanofstudents.ucla.edu/>

The Center for Community Learning makes every effort to accommodate students with disabilities. If you wish to request an accommodation, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310.825.1501 or 310.206.6083 (telephone device for the deaf). Website: www.osd.ucla.edu Students should also notify the internship coordinator about any disability issues at the start of the quarter so that appropriate accommodations can be arranged and coordinated with the OSD well in advance of course assignments and due dates.

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

NOTE: Students taking the course on a Pass / No Pass basis must earn a C or better (73%) OVERALL in order to earn a grade of Pass in the course. Additionally, be advised that your internship will be notified at any point in the quarter if you are in danger of not passing this course—regardless of whether you are taking the course for a letter grade or Pass / No Pass. You should also know that regardless of student performance, all site supervisors are contacted at least twice during the term for mandatory check-ins.