

Sociology 195CE: Fieldwork in Los Angeles
Community and Corporate Internship Course

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Center for Community Learning

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Office Hours are on Mondays and Tuesdays from 11am-5pm. (NOTE: Week 0 Office Hours are Monday and Tuesday). You are required to attend 1 intake meeting plus 4 additional meetings throughout the quarter (for a total of 5 meetings). You should book the 4 appointments (after you are enrolled) for every other week (e.g., Weeks 3, 5, 7, 9 or Weeks 4, 6, 8, 10) in advance and in one single request (i.e., book all 4 appointments at once). Please read the “One-on-One” meetings section for more.

Overview

Sociology is a set of tools to be applied to the social world around us. In Sociology 195CE we take the practice of sociology outside of the classroom, into the larger Los Angeles community. Over the course of the 10-week quarter, Sociology 195CE students draw on foundational examples of sociological fieldwork to analyze and interpret their own experiences in community and corporate internships. Weekly assignments culminate in a final ethnographic 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 Ethnographic Research Paper
5. Liability Waiver

Signed Timesheet:

Submit a timesheet with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter. *To pass the course, interns must work at least 8 weeks during the 10-week quarter AND work a minim total of 80 hours (approximately 8-10 hours/week).* Failure to complete the minimum requirements and submit a signed timesheet will likely result in an automatic grade reduction to C-/NP. If for any reason you find that you must miss more than the equivalent of one week's regular shift at your internship or if you must end your internship early, you **MUST** inform your coordinator **IMMEDIATELY**. Your coordinator will consult with your internship supervisor and Center administrators about appropriate steps and may advise you to drop the course if it is determined that you are not in a position to pass. A blank copy of the timesheet is available on the course website.

Weekly Written Assignments (40%):

Each week, you are required to complete a 2-3 page, double-spaced written assignment. Always include key identifying information at the top of the paper, and in the title of all electronic files: your name, the course, and the assignment. Good file titles might be look like the following: “**Lastname_Soc195CE_Week 3.pdf**” or “**Week 3 Assignment Firstname Lastname Soc 195CE.docx**”. Late assignments will lose 20% credit for every day they are late (e.g., a Sunday assignment turned in the following Friday at 8:00am will receive no more than 40% credit). **All assignments are required, meaning that if you do not turn in an assignment, you cannot pass the class. So, if you turn in an assignment late, you will receive reduced credit, but at least you will pass the course!**

There are typically **three parts** to the written assignment:

First, you will be asked to summarize the reading. Within the summary, highlight particular aspects of the reading that will be important to an analysis of your internship field site. Do not quote the reading: use your own words. This part should take up roughly 1/4 of the length of the assignment.

Second, you will also be given specific topics on the theme of the week's reading(s) to help you reflect on your field site. Your objective is to convince the reader, both verbally and in writing, that you have done the in-depth mental work necessary to find sociological phenomenon occurring in your field site. You will need to include concrete and specific examples from your site. This is much like the ‘analysis’ section in the articles you will read for the course. This applied analysis should take up roughly 2/3 of the length of the assignment.

Third, for each written assignment, always include 2 discussion questions based on the readings, or exploring connections between the readings and your field research. These should not be incorporated into the paper, but simply listed at the end (you may use bullet points).

Weekly Assignment Deadlines:

*For students enrolled **by** Friday of Week 1 (Oct. 5), assignments for Weeks 1 and 2 are due at 11:59pm on Sunday after Week 2 (Oct. 14). All other assignments must be uploaded to the course website **by 11:59pm Sunday** (Sunday after Week 3 for the Week 3 assignment, the Sunday after Week 4 for the Week 4 assignment, and so on).*

*For students enrolled **after** Friday of Week 1 (Oct. 5 or later), the assignment for Week 1 is due at 11:59pm on Sunday after Week 2 (Oct. 14), and the assignments for Weeks 2 and 3 are due at 11:59pm on Sunday after Week 3 (Oct. 21). I will tell these students via email or in our meetings what header to write in their submission so as to not count their submissions as late. All other assignments must be uploaded to the course website **by 11:59pm Sunday** (Sunday after Week 4 for the Week 4 assignment, the Sunday after Week 5 for the Week 5 assignment, and so on).*

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

Schedule and attend biweekly discussion sessions with your coordinator at the Center for Community Learning **five** times, including the intake appointment. Come to each 30-minute discussion session with your field notebook jottings and field notes. Be prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper.

You are responsible for making your own appointments and for scheduling your four post-intake meetings evenly throughout the quarter (either weeks 3, 5, 7, and 9; or weeks 4, 6, 8, and 10). **Appointments can be scheduled by calling CCL at 310-825-7865, or by emailing the front desk at cclmeetings@college.ucla.edu.** You are encouraged to schedule your full set of four meetings, as you are enrolled, in one request. In any case new meetings must be scheduled at least 24 hours in advance or your instructor may not be available to meet. The instructor cannot schedule appointments personally, and cannot meet you outside office hours.

*For every meeting after your intake appointment (every meeting after Week 2), **you are required to bring your field notes**.* Jot notes (preferably by hand, typed if necessary) during your internship, and write typed notes for 10 minutes each day at the end of your internship work. Typed notes may clarify or expand on your jot notes, or they may include new observations and questions for yourself. If you don't have any hand-written notes, your typed notes are expected to be particularly thoughtful. See the reading in Week 2 for more about field notes.

Showing up late for a meeting, being unprepared, or failing to take any notes will result in the loss of at least 25% credit for that meeting. If you arrive more than 10 minutes late,

you will be asked to reschedule, and the make-up meeting will only be worth half credit. You may schedule only one meeting per week and you must complete your second meeting by the end of Week 4 or the meeting will be considered late and will be worth only half credit. Any request to schedule meetings in consecutive weeks must be approved by the coordinator in advance, and may not be granted. **Failure to complete the minimum meeting requirements will likely result in an automatic grade reduction to C-/NP.** Attending regularly scheduled meetings throughout the entire quarter is required in order to pass a 195CE course and you may be advised to drop at any point in the quarter if this condition is not being met and you are no longer in a position to pass the course.

Final Paper (40%):

In the final paper, you will bring the reader into the world of the place that you have been studying. You are producing an ethnography of your field site. Choose the **two** weekly paper topics that you found most interesting throughout the quarter. And, 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 internship field site 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 pages, double-spaced, and use 12pt. font with 1-inch page margins. You will submit an annotated bibliography in Week 9, and the final paper must also include a works-cited page at the end.

Liability Waiver:

Available at the Center for Community Learning and required by UCLA for off-campus work. You must complete the liability waiver before you can be enrolled in the course.

Please note: **Please adjust your internship hours if it is becoming difficult for you to do your internship, write consistent field notes, read the course's weekly article, write 2-3 pages per week on said article, come to biweekly meetings with me, and think about your final research paper.** The 195 series is five numbers down from being a graduate course, so the workload is appropriate to this type of apprenticeship learning college course. If you find you are having a tough time juggling these requirements, or any life event may limit or challenge your full participation in the course, please do not hesitate to speak with me in our meeting as early as possible.

WEEKLY READING AND ASSIGNMENTS:

(NOTE: All readings are available on the course website):

Week 1: An Introduction to Civic Engagement and Your Field Site

Readings: "High-Impact Educational Practices" by Sweitzer, Frederick H. & King, Mary A. 2009 in *The Successful Internship: Personal, Professional, and Civic Development*, pp: 5-8

-and-

Frenette, Alexandre. 2013. "Making the Intern Economy: Role and Career Challenges of the Music Industry Intern." *Work and Occupations* 40(4): 364-397.

Written Assignment:

1. In view of Sweitzer and King's discussion of "civic development," what do you think "civic" means to them, and to you? What is the "civic" role of your internship site and your work there?
2. Alexandre Frenette's research focuses on what "interns actually do" (366). Respond to the following questions:
 - Why does Frenette cite previous research?
 - In addition to participant observation, how else does he collect data?
 - What stands out about the culture industry and its flexible workers in comparison to other industries?
 - Now that you've learned about some of the challenges facing interns, how does this make you feel about your internship? This may help you create some distance, as a researcher of your field site. That is, you can see whether or not you find similar processes as Frenette claims in his own work.
3. Include two discussion questions at the end of the assignment.

Week 2: An Introduction to the Ethnographic Process

Reading: Emerson, Robert M., Rachel I. Fretz, and Linda Shaw. 1995. *Writing Ethnographic Field Notes*. The U. Chicago Press. Ch. 2: In the Field: Participating, Observing, and Jotting Notes.

Written Assignment:

1. Answer the following questions based on your understanding of the readings.
 - What is ethnography?
 - What are field notes good for?
 - What do Emerson, Fretz, and Shaw suggest that we include in field notes?
 - What is the difference between an "ordinary participant" and an observer?
 - How do you plan to take field notes throughout your research (i.e. this course)? Describe the times you may be able or unable to take notes, and how you plan to deal with the restrictions and affordances of your site.
2. Spend 10-15 minutes at your internship site writing field notes, either during your internship activities or right after they are completed for a day. Bring these to our first meeting. These field notes do not have to be typed (though you're welcome to!), and **you do not need to upload the field notes** to the course website. Try to be as detailed as possible for your own record keeping. At this early stage keep an open mind and a comprehensive interest in everything happening at your internship site. It is recommended that you keep a journal of field notes throughout the quarter to ensure that you have concrete examples to draw on for each of your weekly assignments and your final paper. **Bring your field notes to every meeting. Refer to the extra resources for assistance in writing these jottings and field notes.**

3. Include two discussion questions at the end of the assignment.

Week 3: Sociological Foundations of Interactions

Reading: Goffman, Erving. 1956. *The Presentation of Self in Everyday Life*. University of Edinburgh Social Sciences Research Centre. Chapter 1: Performances.

Written Assignment:

1. This is a long reading but is often one of the most useful readings for students when writing their final paper. Read it carefully. Summarize the chapter and sketch Goffman's main arguments.
2. Respond to the following questions:
 - This text was written more than sixty years ago. Do you feel it is out of date?
 - Looking at the section on “discrepancies,” are these similar to anything you’ve seen at your internship site?
 - What is the role of secrecy in everyday performance?
3. Include two discussion questions at the end of the assignment.

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:

1. Summarize the reading.
2. Respond to the following questions:
 - 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 group 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?
3. Include two discussion questions at the end of the assignment.

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:

1. Identify and explain three "symbols" that workers draw upon to carry out their professional tasks. Briefly discuss how Goffman's ideas about performance can be seen in the context of 'counterfeit intimacy' at the club.
2. Draw on your general knowledge of your field site, and at least one concrete example from your participant observation, to identify the use of "symbols" by specific people, as well as by the organization/company toward its "clientele." Detail how these symbols are used and the responses they create.
3. Include two discussion questions at the end of the assignment.

Week 6: Structure and Time

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

Written Assignment:

1. Summarize the reading. What are the three most problematic characteristics on the kill floor?
2. Draw on your general knowledge and at least one concrete example to answer the following questions:
 - How would you alleviate the problems faced by the 'beefers'? This is a tough question, but try and think about a few macro and micro changes that might alter the dynamics here.
 - 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?
3. Include two discussion questions at the end of the assignment.

Week 7: Identity 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:

1. Summarize the reading. Why does Schilt find it useful to study transmen? And, in this study, what are some of the concrete obstacles that women face in the workplace?
2. Are there any people at your workplace who have an "outsider-within" perspective?

This doesn't have to refer to trans people directly. What other "outsider-within" perspectives exist in your workplace? How so?

3. Include two discussion questions at the end of the assignment.

Week 8: Interviewing

Readings: Interview Guidelines.

Written Assignment:

Please note: If you complete your interview before the deadline for this assignment, include Section 3, with quotes, in the submission of this written assignment. If you cannot complete your interview before the deadline for this assignment, include your detailed plans for the interview, including your interviewee, your draft questions, and any other plans; and include the interview report as an appendix to your final paper.

1. In no more than 3 sentences, state the updated working (draft) thesis for your final paper.

2. Read the sheet of interview guidelines provided on the course website. Plan your interview. In view of your developing research topic, what information and what perspectives do you need? What questions might you ask, and in what order? Who will you ask to participate in an interview, and why?

3. Interview at least one person at your internship site, for at least 15 minutes. Take notes and audio-record during your interview. Identify a few thought-provoking moments and transcribe only those quotes (this should be no more than 2/3 of a page of text). Based on what you learned in the rest of the interview, and in the rest of your research, provide some context to introduce these quotes. Use this interview data in your final paper. Look to the course readings to see how other scholars incorporate interview data (for example, Arluke & Sanders 1996:86-87).

Week 9: Paper Proposal & Finding Outside Sources

Reading: Citation Guidelines. NOTE: This document includes citation guidelines for some types of sources (e.g., web pages, magazine articles) that are not acceptable for this assignment.

Written Assignment:

1. In no more than 3 sentences, state the working (draft) thesis for your final paper.

2. Choose two of the weekly readings that you plan to use to guide your research paper. For each reading, (A) give a complete citation in ASA format, and (B) explain in 2-3 sentences how you plan to use this reading in your research paper.

3. Find three additional peer-reviewed scholarly sources to use in your research paper. These should be selections from **books, or chapters from books;** (similar to readings

from weeks 2, 3, and 4), **or articles published in peer-reviewed academic journals** (similar to readings from weeks 1 [Frenette only], 5, 6, and 7). Internet sources, magazine articles, and newspaper articles are not acceptable. At least two of these three sources should be **written by sociologists or published in sociology journals**. For example, the academic journal *Work and Occupations* is recommended. For each outside source, (A) give a complete citation in ASA format, (B) summarize the main point of the reading and the kind of data that the author(s) use in 5-6 sentences, and (C) explain in 2-3 sentences how you plan to use this reading in your research paper. Use your own words and do not copy text directly from your outside sources.

3. As usual, continue taking field notes, and bring your field notes to your next meeting.

Week 10: Final Paper

Written Assignment: Complete and turn in your paper via the course website by **11:59pm on Sunday of Week 10 (12/9)**. You may wish to base the structure of your paper on one or more of the course readings. For every day that your paper is late, your (paper) grade will be deducted by one-third of a letter grade.

Academic Integrity

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/>

Course Accommodations & Campus Resources

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>.

If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>.

Students should also notify their internship coordinator about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

Communication with Sites & Campus Stakeholders

In order to monitor the educational experience of undergraduate interns, the Center for Community Learning communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with

UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students & Scholars, the Career Center, and Student Care Managers.

Nondiscrimination Policy

The UCLA Center for Community Learning is committed to a policy against discrimination on the basis of color, race, religion, sex, national origin, age, sexual orientation, gender identity and expression, disability and protected veteran status, or any other basis prohibited by UC policy and federal and state laws and regulations. We expect internship sites to adhere to applicable federal and state laws and UC Policy re: nondiscrimination, and urge students to report incidents of bias/harassment to the appropriate office at their internship site, to their internship coordinator, and/or to Center for Community Learning administrators as soon as possible after the incident in question so that we can provide supportive services (including working with campus partners to facilitate an early exit from the internship if needed). We also encourage students to pursue confidential support through Student Legal Services (<https://www.studentlegal.ucla.edu/>), CAPS (<https://www.counseling.ucla.edu/>), and other campus resources (<https://www.studentincrisis.ucla.edu/Who-can-Help>).

Disclaimer

The coordinator reserves the right to change any aspect of the syllabus. This includes readings and assignments and students are responsible for keeping up-to-date with any changes. Please make sure your email address is up-to-date on the course website.

Grading Scale

A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	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.