**Anthropology 195CE: Ethnography and Experience in Los Angeles**

*Community and Corporate Internship Course*

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**Overview**

Anthropology is a discipline that explores the diversity of human experience across time and space. It is also a discipline grounds its theoretical and analytical interventions in methods that seek to trace the concrete complexities social life in situ. Accordingly, anthropology provides resources to critically engage some of humankind’s most vexing problems that range from intractable political conflicts to the consequences of globalization. The theoretical, analytical, and methodological tool kit that anthropologists rely upon is thus one that is, and should be, actively applied to the contemporary world around us, which significantly includes modern workplaces. Anthropology 195CE is a course that seeks to expose students to the concrete practice of anthropology outside of the classroom, in the larger Los Angeles community. Over the course of the 10-week quarter, Anthropology 195CE students draw on foundational examples of anthropological fieldwork to conduct their own analyses and interpretations of experiences in community and corporate internships. Weekly work culminates in a final ethnographic research paper.

**STUDENT LEARNING OUTCOMES**

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

* Define and apply the following core methodological and theoretical concepts: civic engagement, social responsibility, experiential learning, including participant observation, reflexivity, situated knowledge, and new economy.
* 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 Anthropology 195CE, a student must have junior or senior standing, have at least a 3.0 GPA, and complete a course contract. To enroll, follow the steps outlined in the enrollment procedure document (provided during the intake meeting). **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. Complete CITI training certification
3. Weekly Written Assignments
4. Five one-on-one meetings (your intake meeting, plus four additional meetings)
5. Final Ethnographic Research Paper
6. 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 CCLE by 5pm on Friday of Week 10. Please upload your timesheet as a \*legible\* PDF or JPG file. To pass the course, interns must work at least 8 weeks during the 10-week quarter AND work a minimum 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.

**CITI Training Certification**

To ensure that you are familiar with the core ethical concerns associated with conducting social scientific research, you are required to complete the online CITI (Collaborative Institutional Training Initiative) Course for Social & Behavioral Researchers & Staff. You must email a copy of your certification of completion to your Coordinator.

To access the course, you will need to create an account within the CITI website: <https://www.citiprogram.org/> Once your account is created be sure to select the instructional module labeled “Social & Behavioral Researchers & Staff.” The course takes an average of 4 hours to complete. More information about CITI certification can be found here: <http://ora.research.ucla.edu/OHRPP/Pages/CITITraining.aspx>

**Weekly Written Assignments (40%):**

Each week, you are required to complete a written assignment. This will typically consist of three parts.

* First, you will be asked to briefly summarize the reading(s). Within the summary, highlight particular aspects of the reading(s) that will be important to an analysis of your internship field site. (Roughly ½-1 double-spaced page.)
* Second, you will be given specific questions to answer about the week's reading(s) in relation to your field site. Your objective is to demonstrate that you have done the in-depth mental work necessary to find and analyze anthropological phenomena occurring in your field site. You will need to include concrete and specific examples from your site. **NOTE: these questions are guidelines to help you think about the connections between the readings and your fieldsite. You may deviate from the questions in your response with instructor consent, as long as you show a critical analysis of the readings and your fieldsite as it relates to your research topic of interest.** (Roughly 2 double-spaced pages)
* Additionally, beginning in Week 3, you will be required to write fieldnotes based on your internship experiences and any connections you make to the readings, anthropological theory, or larger social issues. These are not to be turned in as part of the written assignment, but brought to one-on-one meetings to inform discussion and receive feedback.

All responses must be uploaded to the course website by Sunday at 12:00 pm (noon). You need to turn in 9 response papers total. Each response is worth 10 points. Late papers will be docked 1 point for each day that they are late. Submitting more than two papers over one week late is grounds for automatic “No Pass” or an equivalent reduction in letter grade.

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

Schedule and attend biweekly discussion sessions with your coordinator (me) at the Center for Community Learning at least 5 times, including intake. Come to each 30-minute discussion session prepared to lead our one-on-one discussion about your internship, your weekly response papers, and your progress on your research paper. This course is an upper-division independent study and your participation score for each meeting is based not only on whether you are engaged and up-to-date on the readings and assignments, but also on how prepared you are to dig deeply and think critically about your internship experience and course assignments. Meetings that focus on superficial analysis or that consist largely of me asking you questions instead of you leading the conversation will not receive full credit. If you are concerned that you may forget things you want to talk about, come with notes prepared in advance.

Appointments can be scheduled in person at CCL (Murphy A265); by calling CCL at [310-825-7865](tel:(310)%20825-7865" \t "_blank); or by emailing the front desk at [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu" \t "_blank). Since I am not at CCL every day I am unable to schedule appointments personally, and I cannot meet you outside my office hours. Plan accordingly. You are responsible for making your own appointments and for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. every other week). Each meeting is worth 4 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit. Repeated cancellation, especially same-day cancellations, are unacceptable may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the coordinator IN ADVANCE and may not be granted. Attending regularly scheduled meetings THROUGHOUT THE ENTIRE QUARTER is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-/NP. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified.

**Final Ethnographic Paper (40%):**

For the final paper, your task is to bring the reader into the world of the place that you have been studying, and explore in detail a theoretical question related to your internship experience (broadly defined). This paper should present a clear thesis about YOUR individual and specific internship fieldsite and it should relate to a more general field of anthropological inquiry we have examined this quarter. 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 Times Roman, 12pt. font with 1-inch page margins. **You will submit a paper proposal and annotated bibliography in Week 8.** **Submit your paper online using the Turn-it-In tool on CCLE by 5pm on Friday of Week 10**. Late papers will be docked 1/3 of a grade for each day late.

As you read through the ethnographies assigned for the class, think about how you may want to structure your final paper. You are strongly encourage to model your own paper after one of them.

**Liability Waiver**

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

**Academic Integrity**

All UCLA policies regarding academic integrity apply to 195CE internship courses, including but not limited to policies regarding **cheating, fabrication, plagiarism, multiple submissions, and facilitating academic dishonesty**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity 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/>

**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](https://www.ucop.edu/local-human-resources/op-life/sexual-violence-prevention-response/policies.html). 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>).

**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.

**Grading Scale**

A+ 97-100

A 94-96

A- 90-93

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%) in the class OVERALL in order earn a grade of Pass in the course.

**WEEKLY READING AND ASSIGNMENTS**

***Remember your assignments are due Sunday at noon, before the week starts.***

**Week 1: An Introduction to Your Field Site in the New Economy**

Week 1 Assignment:

1. Complete the CITI training. The completion certificate must be uploaded to the appropriate folder on the course website by Sunday at 12 pm. See page 2 for instructions
2. Skim the American Anthropological Association’s Code of Ethics. http://ethics.americananthro.org/category/statement/

(Optional) Readings:

* Sweitzer, F. H. and M. A. King. (2009), “High-Impact Educational Practices” in *The Successful Internship: Personal, Professional, and Civic Development*, pp: 5-8
* Joseph, R. (1999), "Making the Most of Your Internship" *Anthropology News*, p. 33

**Week 2: Participant Observation**

Readings:

* Geertz, C. (1973), "Thick Description: Toward an Interpretive Theory of Culture" in *The interpretation of cultures: Selected essays*. Basic books.
  + (Hint: Focus on Geertz’s analysis of the “wink” to understand his argument if you are confused.)
* Bernard, R. (2011), "Participant Observation" in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Alta Mira, pp. 136-164.
* "Up in an Elevator with an Ethnographer"

<https://helix.northwestern.edu/blog/2013/04/elevator-ethnographer>

Written Assignment (this will consist of 3 parts most weeks starting now):

1. Summarize the arguments of Geertz & Bernard (about 1 double-spaced page). Be sure to explain the concept of “thick description.”
2. Questions:
   1. Use Bernard’s definition and explanation of participant observation to think about your fieldsite. (In what ways are you a participant? An observer? Are the lines between those roles clear?)
   2. Write a “thick description” of a day in your internship (either in general, or based on a specific day). What can we learn about your industry or workplace more generally based on this description?

**Week 3: Fieldnotes**

Readings:

* Emerson, R. M., R. I. Fretz, & L. Shaw. (1995), “Preface and Chapter 1” from *Writing Ethnographic Field Notes*. The University of Chicago Press.
* Read one of the following ethnographies:
  + Ho, K. (2009), "Chapter 2: Wall Street's Orientation" from *Liquidated: an ethnography of Wall St*. Durham: Duke University Press.
  + English-Lueck, J. A. and Avery, M. L. (2017), Intensifying Work and Chasing Innovation: Incorporating Care in Silicon Valley. *Anthropology of Work Review*, 38: 40–49.
  + Martin, S. J. (2012), Of Ghosts and Gangsters: Capitalist Cultural Production and the Hong Kong Film Industry. *Visual Anthropology Review*, 28: 32–49.

Written Assignment:

1. Summarize the readings. What similarities and differences do you see between the workplace described by Ho, English-Lueck and Avery, or Martin and your own? Why do you think these emerge?
2. Questions (about 2 double-spaced pages):
   1. What is your strategy for writing fieldnotes in your internship?
   2. What do you find most interesting about your fieldsite?
3. Fieldnotes (at least 1 page): Spend 10-15 minutes at your internship site observing and writing field notes. Prepare to do this every week. (You can also write these notes once you've left your internship, if that makes more sense. But be sure to write them the same day - details are important - and consider jotting notes to yourself during work, to jog your own memory if you'll write your notes later.) You will draw on this growing file of notes both for the specific examples you give in your reading responses and for your final paper. These can be rough and unorganized, and should focus on your own observations, questions, and evolving impressions of the anthropological phenomena (e.g. gender, space, language, materiality, class, ethnicity, media and mediation) at issue in your internship. (Roughly one single-spaced page but can be more. More thorough field notes will make both your writing assignments and your final paper much easier to produce.) We will go over how to produce fieldnotes as part of this course (which is designed to train you in anthropological methods), so feel free to experiment with styles as you find what works best for you. **PREPARE TO BRING YOUR FIELD NOTES TO ONE-ON-ONE MEETINGS.**

**Week 4: Making an Impact**

Read one of the following:

* Fisher, William F. (1997), “Doing Good? The Politics and Antipolitics of NGO Practices.” *Annual Review of Anthropology* 26 (1): 439–64. doi:10.1146/annurev.anthro.26.1.439.
* Marshall, H. J. (2018), “Once you support, you are supported”: Entrepreneurship and reintegration among ex-prisoners in Gulu, northern Uganda. *Economic Anthropology*, 5: 71–82.
* Welker, M. (2014), Introduction to *Enacting the Corporation*, pp 1-32. University of California Press.

Written Assignment:

1. Summarize the reading. What is the relationship between the workplace described and the community and larger global networks (of communication between people, a product supply chain, etc.)?
2. Questions: (1) What is the mission statement of your workplace? (Hint: this is often online, but you may need to ask your supervisor.) (2) How does your workplace fit within the community and/or larger global networks? Compare to the article you read. (Hint: be open minded about what “community” means within your site.)
3. Fieldnotes

**Week 5: Structural Violence**

Read one of the following:

* Gamlin, Jennie (2016), “Huichol Migrant Laborers and Pesticides: Structural Violence and Cultural Confounders.” *Medical Anthropology Quarterly*, 30(3): 303-320.
* Rios, Aisha (2017), “’Crisis Gets Served Before Anything Else’: Structural constraints on integrating LGBT consciousness‐raising into antiviolence work,” *Annals of Anthropological Practice*, 41(1):20-34.

Written Assignment:

1. Summarize the reading.
2. Questions:
   1. What is structural violence and how does it operate in the reading?
   2. Now, think about your own workplace. Are there any ethnographically discernable ways in which your organization/company relies upon and/or perpetuates forms of structural violence that impact the everyday lives of its workers or members of the local community? How do conditions differ between different places in the work hierarchy? How would you alleviate these issues? (Hint: it may be helpful to think about the global connections and community impacts that you explored last week.)
3. Fieldnotes

**Week 6: Identity Politics in the Work Place**

Read one of the following:

* Feng, X. (2013), Women's Work, Men's Work: Gender and Tourism among the Miao in Rural China. *Anthropology of Work Review,* 34: 2–14.
* Fu, H. (2013), Fragmented Work in Post-Bubble Japan: Negotiating Identity, Gender, Age, and Class in Triangular Employment Relationships. *Anthropology of Work Review*, 34: 27–38.
* Ference, M. (2016), “Together We Can”: Redefining Work in Nairobi's Urban Transportation Sector. *Anthropology of Work Review*, 37: 101–112.

Written Assignment:

1. Summarize the reading.
2. Questions:
   1. How does having a marginalized identity (visible or invisible) affect a person in the workplace, according to the article you read?
   2. Critically reflect on the role of this identity characteristic in your workplace. (For example, if you are considering the role of gender, are there any patterns of interaction that vary between male and female workers? Is there an equal representation of genders across different types of jobs or assignments?)
3. Start brainstorming your final paper research question. What most interests you about our internship so far? What would you like to learn more about? (We can discuss these ideas in our next meeting.)
4. Fieldnotes
5. Identify someone you want to interview for your Week 7 homework!! Set up meeting!

**Week 7: Interviews**

Readings:

* Heyl, B. S. (2001), "Ethnographic Interviewing" in *Handbook of Ethnography*.
* Bernard, R. (2011), "Interviewing I: Unstructured and Semistructured" in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Alta Mira. pp. 156-186

(Optional)

* Levy, R. & Hollan, D (1998) “Person-Centered Interviewing and Observation” in *Handbook of Methods in Cultural Anthropology.* Alta Mira. pp. 333-364

Written Assignment (1 part this week: 3 pages, as described below):

1. Decide on a research question (or two). This will guide your final paper and your interview.
2. Interview one person at your internship site. The individual you choose is up to you, but it may not be a fellow intern. The interview must be in-person and at least 20 minutes long (Think carefully about what information will be most useful to you in completing your final paper). I recommend that you record your interview to ensure that your quotes are accurate (and make sure to get permission from your interviewee).
3. Select key portions of your interview for analysis. You can transcribe these portions or provide a narrative description in your own words.
4. How can this interview contribute to your research interests? What connections can you make between your interview data and the reading(s)?

**Week 8: Marketing, Media, and Branding**

*You should be thinking seriously about your research paper and brainstorming a thesis.*

Readings:

* The CRAAP test
* Choose one of the following:
  + David, S. (2007), Self for Sale: Notes on the Work of Hollywood Talent Managers. *Anthropology of Work Review*, 28: 6–16.
  + Win, T. S. (2014), Marketing the Entrepreneurial Artist in the Innovation Age: Aesthetic Labor, Artistic Subjectivity, and the Creative Industries. *Anthropology of Work Review*, 35: 2–13.

Written Assignment:

1. Summarize the ethnographic reading. How is marketing and personal branding important here, and what similarities/differences do you find between this site and your own internship workplace?
2. Pick a document or media source from your internship. (This can be a website, a newspaper article, a series of advertisements, an employee handbook, or another document / media source of your choosing.) Provide a link or copy of this document. What does it say about how this company is branded/marketed?
3. Fieldnotes

**Week 9: Paper Proposal & Finding Outside Sources**

Reading:

* Citation Guidelines and References Search Documents

Written Assignment (2 parts this week):

1. Draft your thesis (this should be related to your week 7 interview), *and* a **detailed** plan for your body paragraphs.
2. Write an annotated bibliography for your chosen sources. You should include at least 2 sources from the course, and at least **3 outside sources (these must be from academic, peer-reviewed journals)**, and include how they relate to your internship and contribute to answering your research question.

An annotated bibliography includes the proper citation (Chicago style) of the book/article and a 1-2 paragraph summary of the author's specific argument (and its relation to your topic). Do not simply cut and paste the abstract. Note: you can follow my ‘secret formula’ here (argument, evidence, significance).

**Week 10: Final Papers**

No readings for this week. Please review Grading Rubric to understanding how I will be evaluating your papers (e.g., if your citations are incorrect, you will lose points)

Written Assignment (just 1 part, but it’s a big one):

1. Complete and turn in your mini-ethnography via the Turn-it-In tool on CCLE 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 5:10pm on Friday, you will lose 1/3 of a letter grade, from A to A-).