

Sociology 195CE: Fieldwork in Los Angeles (Summer Sessions A, 2020)  
*Community and Corporate Internship Course (Remote)*

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<https://moodle2.sscnet.ucla.edu/course/view/201A-SOCIOL195CE-1?section=0>

Center for Community Learning, UCLA

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**Important Information:**

\*Given current UCLA Covid-19 restrictions, **internships and course meetings are required to be held remotely throughout the entire quarter.** You are required to confirm with your work supervisor that you will be able to work remotely and still receive meaningful and immersive supervision and mentorship for your internship. The Center for Community Learning is remotely staffed and is available to answer any questions at [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu).

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**Office Hours are on Mondays and Tuesdays, 1:30-4:30pm and will be held via Zoom** (Meeting ID: 872 048 1704; see course website for password). You are required to attend 1 intake meeting plus 4 additional meetings throughout the quarter (for a total of 5 meetings by the end of Week 10). 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 information on preparing for and attending meetings.

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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.

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**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

## **Internship Hours and Timesheet:**

*To pass the course, interns **must work remotely for their internship site at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week)**. If you know that you must miss more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship coordinator know right away so they can determine how to best advise you. If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult your UCLA internship coordinator as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty. A blank copy of the timesheet is available on the course website and **it is required that you complete turn in the specific course timesheet (rather than a different format or paper)**. The timesheet is due at the end of Week 10 (Friday, Aug. 28, by 11:59pm) uploaded to the course website.*

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

In Weeks 1-8 you are required to complete a 2-3 page, double-spaced written assignment. These assignments should be in essay format (rather than outlines) and you do not need to restate the assignment questions in your response. 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 based on each week’s prompt:

**First**, you will often be asked to summarize the reading as stated in the first question of each assignment (you do not need to write a separate summary outside of what each assignment is asking). 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, and most important,** 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 for this section).

#### Weekly Assignment Deadlines:

*For students enrolled **by** Friday of Week 1 (Jun. 26), assignments for Weeks 1 and 2 are due at 11:59pm on Sunday after Week 2 (Jul. 5). 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 (Jun. 27 or later), the assignment for Week 1 is due at 11:59pm on Sunday after Week 2 (Jul. 5), and the assignments for Weeks 2 and 3 are due at 11:59pm on Sunday after Week 3 (Jul. 12). If you are submitting your Week 2 assignment for Week 3's deadline (Jul. 12), then please include in your assignment header that you enrolled in Week 2, so as to not count your submission 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%):**

***Scheduling Biweekly Meetings:*** *Once students are officially enrolled in the course and have been assigned to their coordinator, students will be able to schedule their biweekly meetings through MyUCLA by going to the "Academics" tab, "Advising & Academic Services", "Appointments". You will be able to start scheduling your biweekly meetings starting in Week 2.*

**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). *All meetings should be scheduled at once to ensure that students receive the meeting times that work for them. Meetings can be scheduled for weeks 3 through 10. No meetings will be held during finals week. 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. All 5*

meetings must be completed by the end of Week 10 in order to receive credit for the course.

**\*\*\*Meetings will be held via Zoom:** To start the meeting please click on the following Zoom link or input the following ID during your scheduled meeting time.

- **The meeting link is:** <https://ucla.zoom.us/j/8720481704>

- **The meeting ID is: 872 048 1704; see course website for password**

When you join the meeting you will first be asked to wait until I accept your request; so please stay online until your request is accepted and then the meeting will start.\*\*\*

**Using Zoom Video Conferencing:** *You are required to use Zoom (<https://ucla.zoom.us/>) for your biweekly meetings, so take the time to familiarize yourself with it by thoroughly reading the step- by-step instructions found here: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>. You will access your Zoom meeting space in one of two ways: (1) Log in via the app after you have followed the instructions to initially download, install, and login. Then enter the meeting number provided by your instructor at the time set for the meeting. (2) Copy and paste the URL (or click on the web link) provided by your coordinator at the time specified for the meeting. Launch the app (after initially downloading, installing, and logging in), and you will enter the meeting immediately. You may choose to use Zoom on your mobile device or computer. **Your video MUST be on during your meetings.***

*For every meeting after your intake appointment (every meeting after Week 2), **you are required to share 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. You should be prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper.*

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 (other than Week 2) 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). At least two of these three sources should be **written by sociologists or published in sociology journals**. 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 8, and the final paper must also include a works-cited page at the end (not included in the page limit). *The final paper is due on Sunday, Aug. 30 by 11:59pm uploaded to the course website.*

**\*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(s), write 2-3 pages per week on said article(s), 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. Please note that extensions will be reviewed on a case-by-case basis and are reserved only for unforeseen personal or family emergencies.

#### **WEEKLY READING AND ASSIGNMENTS:**

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

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

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**Readings:** Sweitzer, Frederick H. & King, Mary A. 2009. “High-Impact Educational Practices” 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***

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**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 a “participant-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.**

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

### ***Week 3: Sociological Foundations of Interactions***

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**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? Examples from your internship site?
3. Include two discussion questions at the end of the assignment.

#### ***Week 4: Creating/Managing an Identity and Occupational Dilemmas***

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**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: What is the occupational dilemma, and how does this impact shelter workers’ preferred identities (as “animal lovers”)?
2. Respond to the following questions:
  - 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***

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**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.

**\*\*\*Please note: Week 6 has two required readings\*\*\***

**Week 6: Inequality (Structure and Identity) in the Work Place**

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

**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** (**\*\*\*Choose one of this week’s readings for assignment and respond to the questions for either 6a or 6b below\*\*\***)

**6a.** 1. Summarize the readings: a) What are the three most problematic characteristics on the kill floor and 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.)

2. Draw on your general knowledge and at least one concrete example from your field notes to answer each of the following question: 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 and/or reflect hierarchies in the structure of your workplace? Is there a “financial trap”? Is there an “intern trap”?

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

**or**

**6b.** 1. 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. Draw on your general knowledge and at least one concrete example from your field notes to answer each of the following question: 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 7: 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 upload Part 3 of this assignment as an additional page via the upload link on Week 10 with the header “Part 3, Week 7 Assignment”.

**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 1-2 sentences of 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 8: Paper Proposal & Finding Outside Sources**

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**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 methods/types 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 9: No Assignment (Continue writing field notes and working on your final paper).***

***Week 10: Final Paper***

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**Written Assignment:** Complete and turn in your paper via the course website by **11:59pm on Sunday of Week 10 (Aug. 30)**. 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.