

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 that has grounded 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 be an anthropology major or minor in 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 four parts.

- First, you will be asked to 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 one 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. (Roughly 2 double-spaced pages)
- Third, starting in week 2, you will include roughly one page of typed field notes from your internship site. 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).

- Finally, for each written assignment, please include 1-2 discussion questions based on the readings that you should prepare to discuss in your meeting with your coordinator. These should not be incorporated into the paper, but rather should be included as an addendum.

All responses must be uploaded to the course website by Sunday at 12:00 pm (noon). You need to turn in 8 response papers total. Each response is worth 10 points. Late papers will be docked 2 points 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:310-825-7865); or by emailing the front desk at cclmeetings@college.ucla.edu. 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. You may schedule only one meeting per week and **MUST** complete your second meeting by the end of Week 4 or the meeting will be 3 considered late and 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, you are producing a mini-ethnography of your field site in which 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 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, and a final draft of your paper during finals week. **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. We strongly encourage you 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/>

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	94-100
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 to earn a grade of Pass in the course.

WEEKLY READING AND ASSIGNMENTS

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

Readings:

- Sweitzer, Frederick H. & Mary A. King. 2009. "High-Impact Educational Practices" in *The Successful Internship: Personal, Professional, and Civic Development*, pp: 5-8
- Joseph, Rebecca. 1999. "Making the Most of Your Internship" *Anthropology News*, p. 33
- Gusterson, Hugh & Catherine Besteman. 2009. "Preface and Introduction" in *The Insecure American*. University of California Press.

Week 1 Assignment (2 parts: CITI Training and brief written assignment)

1. Complete the CITI training. The completion certificate must be uploaded to the appropriate folder on the course website by Sunday at 5 pm.
2. Provide brief reflections on the following questions (2-3 pages). Please be prepared to discuss these questions further in your meeting.
 - a. What are some of the ethical concerns surrounding research with human subjects? How will the ethical guidelines in the CITI training impact your research and experience at your internship site?
 - b. Comparative questions about the readings: In contrast to Joseph, Gusterson and Besteman give us a sense of the wider economic context in which the intern economy operates. In what ways do the forms of insecurity described by Gusterson and Besteman relate to internship experiences described in Joseph and Sweitzer and King? How might the broader economic contours outlined in Gusterson and Besteman affect your internship, or your visions for future employment? This is a question you can return to at the end of the quarter in your reflection on the internship experience.

Week 2: Ethnography and Fieldnotes

Readings:

- Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture" in *The interpretation of cultures: Selected essays*. Basic books.
- Emerson, Robert M., Rachel I. Fretz, & Linda Shaw. 1995. "Preface and Chapter 1" from *Writing Ethnographic Field Notes*. The University of Chicago Press.

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

1. Summarize the arguments of Geertz & Emerson (about 1 double-spaced page).
2. Questions (about 2 double-spaced pages): Why do Emerson et al. believe so little has been published about writing field notes? What is the benefit of reviewing such practices? What are the advantages of writing field notes as opposed to keeping a journal? Using your own words, what is meant by

participant observation, immersion and resocialization? What is the relationship between field notes and "thick description"? What will it mean to write field notes at your internship?

3. Fieldnotes (at least 1 page): Spend 10-15 minutes at your internship site observing and writing field notes and include this as a final page or more of your submitted assignment. 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.

Week 3: Ethnography continued — Introduction to Participant Observation

Readings:

- "Up in an Elevator with an Ethnographer"
<https://helix.northwestern.edu/blog/2013/04/elevator-ethnographer>
- Bernard, Russell. 2011. "Participant Observation" in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Alta Mira, pp. 136-164
- Ho, Karen. 2009. "Chapter 2: Wall Street's Orientation" from *Liquidated: an ethnography of Wall St.* Durham: Duke University Press.

Written Assignment:

1. Summarize Bernard and Ho readings.
2. Questions: 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? Drawing from Ho's analysis of "the culture of hard work" and attention to gender, race and class, can you start to see similar issues in your internship site? Are there important differences?
3. Fieldnotes.

Week 4: Persons and Politics in Organizations: Anthropological Approaches to Corporations and NGOs

Readings:

- Welker, Marina. 2014. Introduction to *Enacting the Corporation*, pp 1-32. University of California Press.
- 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.

Written Assignment:

1. Summarize the readings.
2. Questions: Welker discusses conventional ways of understanding a corporation, and a more anthropological way of understanding a corporation. What is the alternative that she offers? How does she relate that alternative to ways of understanding individual people? Fisher argues that NGOs are often thought of as unburdened by political and economic forces. Does he agree with this estimation? Why or why not? What does Fisher argue we need to consider in order to better understand the work

of NGOs? Although they are considering different types of organizations, do you see any similarities between Welker's and Fischer's arguments?

3. Fieldnotes: In your fieldnotes this week, see if you can apply Welker's anti-essentialist approach to your place of work, even if the format is very different. Along the lines of Fisher's argument, consider how the political and economic context affects your organization/company. For example, how is funding secured? Does your organization collaborate with any other groups? How does this relate to the politics of "doing good"?

Week 5: Structural Violence and Dehumanization

Reading:

- Benson, Peter. 2008. "El Campo: Faciality and Structural Violence in Farm Labor Camps." *Cultural Anthropology*, 23(4): 589-629.

Written Assignment:

1. Summarize the reading
2. Questions: From your reading of Benson, what are the three most problematic characteristics of the various forms of structural violence impacting migrant farm workers in the US? Using the reading and your own general knowledge, how can we define structural violence?
3. Fieldnotes: 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 (whether temporary, part-time, or full-time)? Do such structures lead to "dehumanization"? If, so, in what ways? How do conditions differ between different places in the work hierarchy? How would you alleviate these issues?

Week 6: 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:

1. Summarize the reading.
2. Questions: 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 kinds of workplace advantages did most of her participants experience after transitioning to male identities? Some participants reported no advantages after transitioning. What limitations characterized the experiences of this group? On a more general level, how does gender relate to respect and recognition in the workplace? How would you organize a workplace to counteract some of these issues?
3. Fieldnotes: Think about the role of gender in your workplace. 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?

Week 7: Interviews

Readings:

- Heyl, Barbara Sherman. 2001. "Ethnographic Interviewing" in *Handbook of Ethnography*.
- Bernard, Russell. 2011. "Interviewing I: Unstructured and Semistructured" in *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Alta Mira. pp. 156-186

Written Assignment (1 part this week: 3 pages of analysis as described below, plus interview transcript):

1. Interview one person at your internship site (the individual you choose is up to you, as is the topic, but the interview must be in person and at least 15 minutes long. Also, think carefully about what information will be most useful to you completing your final paper). Please provide documentation of the interview in the form of a direct transcript or a detailed description of what transpired in the conversation. Write an analysis on the topic of your choice incorporating some of the quotes from your interview. Data from your interview should appear in your mini-ethnography. You will need to record your interview to ensure that your quotes are accurate.

Week 8: Paper Proposal & Finding Outside Sources

Reading:

- Citation Guidelines and References Search Documents

Written Assignment (2 parts this week):

1. Identify the two course readings 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 anthropological 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 (Chicago style) of the book/article and a 1-2 paragraph summary of the author's specific argument. Do not simply cut and paste the abstract.
2. In the manner we have done throughout the quarter, how does each of these three outside articles relate to your internship field site and provide context for your ethnographic notes?

Week 9: Document / Media Analysis

Readings:

- Besteman, Catherine & Hugh Gusterson. 2005. "Introduction" from *Why America's Top Pundits Are Wrong: Anthropologists Speak Back*. University of California Press.
- Kunreuther, Laura. 2010. "Transparent Media: Radio, Voice, and Ideologies of Directness in Postdemocratic Nepal." In *Journal of Linguistic Anthropology*, 20(20): 334-351. doi: 10.1111/j.1548-1395.2010.01073.x.

Written Assignment:

1. Summarize readings

2. Questions: Besteman & Gusterson offer a critique of pundits, and beyond pundits, of media soundbites more broadly. What is their critique, and what do they suggest that anthropology offers instead? Kunreuther examines how the medium of radio impacts the message and its results. What does she argue is the relationship between radio and its listeners? What impact does the medium have on understandings of the message? Thinking about your internship site, how might different media of communication (both internally and with the intended audience – includes email, text, web presence, printed publication, etc.) affect the organization's message?
3. Fieldnotes: for your fieldnotes this week, 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. Take notes on this source.

Week 10: Final Papers

No readings for this week.

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-).