

Sociology 195CE: Fieldwork in Los Angeles

Community and Corporate Internship Course

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Office Hours:

Thurs. 9:00am – 12:00pm, 2:00pm – 5:00pm

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Office Hours:

Weds. 9:00am – 1:00pm, 2:00 – 5:00pm

Thurs. 9:00am – 2:00pm

Center for Community Learning

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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.

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 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. A 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 look like the following: "JQ Bruin_Soc195CE_Week 3.pdf" or "Week 3 Assignment Josie Q Bruin Soc 195CE.docx".

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 questions to answer about the week's reading(s) in relation to 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).

The assignments for Weeks 1 and 2 are due at 11:59pm on Monday of Week 2 (January 16th). Other weekly assignments must be uploaded to the course website **by 11:59pm Monday** (Monday of Week 3 for the Week 3 assignment, Monday of Week 4 for the Week 4 assignment, and so on). Note: the final paper will be due at 5:00pm on Friday of Week 10. Late assignments will lose 20% credit for every day they are late (e.g. a Monday assignment turned in the following Thursday at 8:00am will receive no more than 40% credit).

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

Schedule and attend biweekly discussion sessions with your coordinator at the Center for Community Learning five times, including intake. Come to each 30-minute discussion session 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 (A) in person at CCL (Murphy A265); (B) by calling CCL at 310-825-7865; or (C) by emailing the front desk at cclmeetings@college.ucla.edu. You are encouraged to schedule all your meetings at once, i.e. to schedule your full set of meetings in one request. All new meetings must be scheduled at least 24 hours in advance or your instructor may not be available to meet. The instructor is not able to schedule appointments personally, and cannot meet you outside office hours.

Bring your notes (jot notes, field notes and any notes on the readings) to every meeting, and always take notes during meetings with your coordinator.

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 try and 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 fieldsite and it should relate to a more general field of sociological inquiry. You should draw on the concrete examples you used to write your analyses each week. The final paper should be approximately 8-10 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.

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.

WEEKLY READING AND ASSIGNMENTS

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 University of Chicago Press. Chapter 2: In the Field: Participating, Observing, and Jotting Notes.

Written Assignment:

1. Answer the following questions based on your understanding of the reading.
 - 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 observing and 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 should not be typed, 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. We recommend 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

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. 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’?
- 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 trans men? 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? How so?

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

Week 8: Paper Proposal & Finding Outside Sources

Reading: Citation Guidelines and References Search Documents

Written Assignment:

1. 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 APA format, and (B) explain in 3-4 sentences how you plan to use this reading in your research paper.

2. 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). At least two of these three sources should be written by sociologists or published in sociology journals. For example, we recommend the academic journal *Work and Occupations*. For each outside source, (A) give a complete citation in APA 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 3-4 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: Interviewing

Reading: Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press: pp 11-22.

Written Assignment:

1. Read this short selection from Willis and 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?

2. 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.

Week 10: Final Paper

Written Assignment: Complete and turn in your paper via the course website by **5:00pm, Friday of week 10**. For every day that your paper is late, your (paper) grade will be deducted by one-third of a letter grade (if you upload your paper at 5:05pm on Friday, you will lose 1/3 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.

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.