

# SOC 195CE COMMUNITY AND CORPORATE INTERNSHIP COURSE

Syllabus, Winter Quarter 2021 [REMOTE]

---

<b>GSI:</b> Eric A. Baldwin	<b>Office Hrs:</b> TuWe 09:00–15:00
<b>Email:</b> <a href="mailto:ebaldwin@college.ucla.edu">ebaldwin@college.ucla.edu</a>	<b>Course Site:</b> <a href="#">CCLE Link</a>

---

## Introduction

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 quarter, Sociology 195CE students will draw on foundational texts of sociological fieldwork to analyze and interpret their own experiences in community and corporate internships. Weekly assignments culminate in a final ethnographic paper.

---

## Eligibility & Enrollment

This course is offered through the Sociology department and the Center for Community Engagement.

Students are eligible to enroll in SOC 195CE if they have completed at least 90 units (junior standing) and are in good academic standing (3.0+ GPA).

Internships should provide students with 8-10 hours per week (80-100 hours per quarter) of substantive, meaningful work in which the students serve as the primary beneficiary of the experience. Students must be actively engaged in an internship for at least 8 weeks of the quarter in which they are enrolled. 195CE cannot be taken for retrospective internships.

Off-campus non-profit organizations, government agencies, or corporate settings with a focus on education or education-related topics are eligible. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. The Department of Labor and State of California require students who intern at a for-profit company to either be paid or receive academic credit for the internship.

SOC 195CE is a contract course offered in collaboration with the Center for Community Engagement (CCE). In order to enroll, students first need to fill out a course contract on myUCLA. Detailed instructions for [here](#).

After the course contract has been created, students are required to obtain the signature of their internship site supervisor on both the course contract and a letter of agreement which stipulates the responsibilities of UCLA and the internship site in supporting the student during the internship. **Please note: students are NOT responsible for acquiring signatures of the faculty of record or department chair.**

Students will then need to schedule a 195CE intake appointment with the Graduate Student Instructor via myUCLA. Once the intake appointment has been scheduled, students will receive a link to an online form to upload the signed contract and letter of agreement. During the intake appointment, the Graduate Student Instructor will review student eligibility and provide an overview of course content and expectations.

Once the Graduate Student Instructor approves the student contract, they will email the department Student Affairs Officer all necessary paperwork for student enrollment. Students will then be approved for enrollment by the Education department. Once approved, students will be

enrolled by the Education department and can view their enrollment on their myUCLA Study List.

For more information on 195CE courses and CCL's diverse activities and important role on our campus, please see [communityengagement.ucla.edu](https://communityengagement.ucla.edu).

---

### **Learning Outcomes**

This course will consider ways to think about fieldwork in diverse contexts. The course will examine the following questions:

- What does it mean to go into “the field?”
  - How does one learn meaningfully during a brief, 10-week quarter?
  - How does one make meaningful contributions during field work?
  - How do we define core concepts: civic engagements, social responsibility, experiential learning, and social construction?
  - How does one transfer classroom knowledge into practicable skills in the field?
  - How does field work contribute to an undergraduate's intellectual, personal, and professional development?
  - How can one make the most of field work?
  - How does one integrate field experiences into a scholarly paper?
  - How does one make sure they are doing rigorous work and having a meaningful experience while working remotely?
- 

### **Expectations**

Students are expected to:

- Attend all scheduled meetings.
  - Arrive at meetings on time.
  - Bring readings and other relevant materials to meetings.
  - Participate meaningfully during meetings.
  - Complete the readings and prepare thoroughly before meetings.
  - Complete and turn in assignments and course requirements at the designated time.
- 

### **Covid-19 & Remote Instruction**

As a response to the national emergency related to the SARS-CoV-2 (i.e., “coronavirus”) pandemic, this course will be offered remotely using electronic communications. All meetings will be held via Zoom. Despite these unusual circumstances, the published schedule will be observed and we will cover the same material as we would in an in-person version of this course. These circumstances are, undoubtedly, extraordinary, and I will work diligently to exercise patience as the public health situation changes and your individual circumstances may change. In return, I ask students to be patient as we all adjust to these new processes. Please don't abuse my trust: my flexibility is not license to skirt course expectations or the Student Code of Conduct.

To fully participate while the class is taught remotely, you will need:

- Reliable internet access;
  - Access to a device with a camera and microphone;
  - Zoom desktop and/or mobile application; and
  - A device capable of viewing course content (especially PDFs) and completing written assignments
- 

### Course Page

The CCLE course site for the course may be [accessed here](#).

- This CCLE site is accessible to all students enrolled in SOC 195CE. It contains all posted course materials.
- 

### Office Hours

This course does not have a lecture or sections. You will meet with me individually for 30 minutes, every other week, for a total of 5 meetings during the quarter. You must make an appointment online via MyUCLA. During these meetings, we will discuss the readings, your progress, and other matters related to your field work. **I am here to help, please use office hours to your advantage.**

Regularly scheduled **office hours are on Tuesdays and Wednesdays, 09:00–15:00**. The first set of office hours will be held on Tuesday, October 6, 2020. The final set of office hours are scheduled for Wednesday, December 09, 2020.

---

### Email

The best way to contact me is [by email](#). I will attempt to return your emails as soon as possible. You should expect a response at some point within 24 hours of my receiving your email. **Do not send redundant emails until at least 24 have passed.** In many cases, I will respond much earlier than 24 hours, but it is not guaranteed.

---

### Grades & Academic Integrity

Turning in work that is not your own is a violation of academic integrity. **There is absolutely no tolerance for violations of academic integrity.**

Plagiarism is **not** tolerated in this class. Please familiarize yourself with the [University's Code of Conduct on Academic Integrity](#).

If you cite a text, author, or idea, you **must** use (correctly) an appropriate citation style. In Sociology, it is most common to use the Chicago Manual of Style or the American Sociological Association Manual of Style, citation must be documented according to the Chicago Manual

of Style. You can find information about the [Chicago Manual of Style here](#) and you can find information on the [ASA Manual of Style here](#). I recommend the ASA style because it is easier and more straightforward. However, the choice is yours. You are also welcome to use a different citation style, but you must use it correctly and appropriately.

---

### Assignments & Evaluation

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 page](#). You must have completed your intake appointment before you fill out your course contract.

Field Work .....	25%
Weekly Papers (8) .....	25%
Meetings (5) .....	25%
Final Paper .....	25%

**Field Work.** Minimum of 80 hours of work at an off-campus internship (and a signed timesheet). To pass this 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 me know right away so we can determine how best to proceed. If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult me 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 and turn in the specific course timesheet (rather than a different format or paper). The timesheet is due at the end of Week 10, uploaded to the course website.

**Weekly Written Assignments.** You are required to complete 8, 2-3 page, double-spaced written assignments. These assignments should be in essay format 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. 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 your weekly writing assignments, you cannot pass the class. 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).

**One-on-One Meetings.** You are required to meet with me five (5) times during the quarter; your intake meeting and four additional meetings.

**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.

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.

**Final Ethnographic Paper.** 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 by Sunday of Week 10 (December 13) by or before 23:59 PST.

---

## Course Policies

**Extensions.** Late work will not be accepted without prior permission. If you would like to request an extension for a legitimate reason, you should reach out to me as early as possible. Please have appropriate documentation ready. You must contact me at least 72 hours before any deadline in order to request an extension. However, the earlier you get in touch with me, the better. You should make every possible attempt to meet all deadlines.

**Re-grades.** If you feel that a grade you've received on an assignment is unfair, you may appeal your grade to me. You must adhere to the following appeal process: write a memo that explains in detail why you should receive a different grade. Deliver that memo to me within one week of receiving your grade. Your new grade may be higher, the same, or lower than your original grade.

---

### Course Materials

Students will not be purchasing any texts. All required texts will be provided digitally on the CCLE site.

---

### Lecture/Reading Schedule

#### Week 1

*An introduction to Civic Engagement and Your Field Site*

#### Readings:

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

- 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?
  - 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.
  - Include two discussion questions at the end of the assignment.
- 

#### Week 2

*An Introduction to the Ethnographic Process*

#### Readings:

- 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:**

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

-----

**Week 3**

*Sociological Foundations of Interactions*

**Readings:**

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

**Written assignment:**

- 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?
- Include two discussion questions at the end of the assignment.

-----

**Week 4**

*Creating/Managing an Identity and Occupational Dilemmas*

**Readings:**

- 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:**

- Summarize the reading: What is the occupational dilemma, and how does this impact shelter workers’ preferred identities (as “animal lovers”)?
- 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?
- Include two discussion questions at the end of the assignment.

-----

**Week 5**

*Using Symbols*

**Readings:**

- 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:**

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

-----



**Week 6**

*Inequality (Structure and Identity) in the Work Place*

**Readings:**

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

- 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.)
- 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”?
- Include two discussion questions at the end of the assignment.

OR

- 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?
- 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?
- Include two discussion questions at the end of the assignment.

-----

**Week 7**

*Interviewing*

**Readings:**

- Interview Guidelines.

**Written assignment:**

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

#### **Readings:**

- 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:**

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

- 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).*

*Please complete this survey at this [link](#). This is important!!*

-----

## Week 10

*Final Paper*

**Written Assignment:** Complete and turn in your paper via the course website by 11:59pm-PST on Sunday of Week 10 (December 13). 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.

-----

---

## University Policies & Resources

- **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
- **Accommodations for Students with Disabilities.** If you wish to request an accommodation due to a disability, please contact the Center for Accessible Education (formerly called the Office for Students with Disabilities) as soon as possible at A255 Murphy Hall, (310) 825-1501 / TDD: (310) 206—6083. Website: <http://www.cae.ucla.edu/>.
- **Academic Integrity.** Academic integrity is taken seriously at UCLA. The Dean of Students Office is charged with responding when students are accused of committing a violation of policy. For information regarding academic integrity from the Dean of Students and additional resources for students, see [the document linked here](#).

- **Academic Concerns.** UCLA Students may contact the College Academic Counseling office for help with any academic concerns [via this link](#).
- **Writing Assistance.** The Student Writing Center offers UCLA Undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor the the appointments to the concerns of each writer. To schedule an appointment, [visit their website](#). UCLA's Student Writing Center is located in A61 Humanities. Telephone: 310-206-1320. [You can email the writing center here](#). Hours: Monday to Thursday, 10am to 6pm; Friday, 10am to 3pm.
- **Counseling and Psychological Services.** CAPS at UCLA offers a range of services including individual and group therapy, referrals, psychological testing, crisis consultation, and psychoeducational programs and workshops. CAPS is located at John Wooden Center West and can be reached at (310) 825-0768. Learn more at [the CAPS website](#). If you need an immediate response after hours or on weekends please call UCLA CAPS 24-hour access line (310) 825-0768 or call the UCPD 24-hour dispatch line at (310) 825-1491 or dial 911 for your local police.
- **Academic Confidentiality.** Under FERPA, you have a right to know how you're doing in the course, but it is a violation of university policy to discuss grades or any private information via email, because legally, email is not private communication. Any discussion of your performance in the course, including your grade, must take place in person.
- **Gender Discrimination, Harassment or Sexual and Gender-Based Violence.** Title IX prohibits gender discrimination, sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, [via email](#), telephone:(310) 206-2465. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, [via email](#), telephone: (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note that under University policy, all TAs and instructors are mandated Title IX reporters. If any of the teaching team is informed of or witnesses sexual violence or harassment, we are required to report this to UCLA's Title IX coordinator. The coordinator is committed to maintaining anonymity of victims and so are we.
- **Report incidents of BIAS.** UCLA is committed to creating a community free from bias and intolerance. If you have experienced a hostile climate, please [file a report here](#).
- **Emergencies.** In an emergency situation, please call UCPD by dialing 911 from an on-campus phone or (310) 825-1491. Anonymous Reporting Line: (310) 794-5824. [Sign up for BruinAlert here](#).
- **More campus resources:**
  - Letters & Science Counseling Service  
A316 Murphy Hall, T: (310) 825-1965  
[www.college.ucla.edu](http://www.college.ucla.edu)
  - Academics in the Commons  
Covel Commons, T: (310) 825-9315  
[www.orl.ucla.edu](http://www.orl.ucla.edu) (click on "academics")
  - Lesbian, Gay, Bisexual and Transgender Resource Center  
Student Activities Center B36, T: (310) 206-3628  
[www.lgbt.ucla.edu](http://www.lgbt.ucla.edu)

- Dashew Center for International Students and Scholars  
106 Bradley Hall, T: (310) 825-1681  
[www.internationalcenter.ucla.edu](http://www.internationalcenter.ucla.edu)
  - Student Legal Services  
A239 Murphy Hall, T:(310) 825-9894  
[www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu)
  - Dean of Students Office  
1206 Murphy Hall, T: (310) 825-3871  
[www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu)
- 

PREPARED BY:

Eric A. Baldwin

LAST UPDATED:

10:44 PST

January 5, 2021