

**UCLA Center for Community Engagement**  
**Sociology 195CE: Community and Corporate Internships in Sociology**  
Spring 2024 Syllabus

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**Office hours**

In order to accommodate varying internship and/or class schedules, I am offering both morning and afternoon appointment times on alternating days. Please note the following office hours and appointment schedule:

Mon/Tue: 9 AM – 6 PM  
Wed/Thu: 9 AM – 11 AM

**Course description**

*4 credits/units, online only*

Sociology is a set of tools to be applied to the social world around us. In Sociology 195CE, we take the theory and practice of sociology outside of the classroom and 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.

**Prerequisites and eligibility**

Students are eligible to enroll in Sociology 195CE if they have completed at least 90 credits (junior standing) and have a 3.0+ GPA (good academic standing). In order to enroll, students must first find an internship and create a course contract on MyUCLA. Detailed instructions can be found here:

<https://communityengagement.ucla.edu/programs/internship-courses/#enrollment>

All internships must provide students with 8-10 hours per week (80-100 hours over at least 8 weeks) of substantive, meaningful work in which 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. Sociology 195CE cannot be taken for retrospective internships.

Off-campus, non-profit organizations, government agencies, or for-profit corporate organizations are all eligible. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. For more information on all 195CE courses and the Center for Community Engagement's (CCE) diverse activities and important role on campus, please visit [communityengagement.ucla.edu](http://communityengagement.ucla.edu).

**Learning outcomes**

This course will prompt students to consider ways to think about fieldwork in diverse community-centered contexts. The course will examine the following questions:

1. What is the significance of conducting ethnographic fieldwork?
2. How does one learn meaningfully during a brief 10-week quarter?
3. What is sociology's role in community processes?

4. How do we define the core concepts of civic engagement, social responsibility, environmental responsibility, intersectional racial equity, and community construction?
5. How can we apply knowledge and critical thinking skills to address situations and challenges that arise in 21<sup>st</sup> century social environments?

**Course expectations**

Students are expected to:

- Attend all scheduled meetings and internship site visits, arrive on time, and participate fully and meaningfully.
- Complete the readings and prepare before meetings.
- Complete and submit assignments, timesheets, and any course requirements by the designated time.
- Communicate in a timely manner any concerns, queries, and conflicts with the instructor, internship coordinator, or supervisor.
- Conduct fieldnote reports after each internship site visit to contribute to the final research paper.

**Required forms**

1. Course contract created by you and signed by your supervisor
2. Learning agreement signed between you and your supervisor
3. Timesheet documenting at least 80-100 hours worked at an off-campus site (not applicable for UCDC students)

**Grading scale**

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	< 60%
A	93-96%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

Pass/no pass (P/NP) option: You must earn at least a 73% overall for a passing grade if you take the course P/NP.

**Course requirements**

1. 5 biweekly individual appointments – 30%
2. Weekly reflection papers and fieldnotes – 40%
3. Final paper – 30%
4. Timesheet – 0% (required to pass the course but not graded)

**Biweekly individual appointments (30% of grade)**

Schedule and attend discussion **every other week** with your instructor (me, Arjun) at least 5 times during the quarter. Come to each 30-minute meeting prepared with at least 2 discussion topics related to your experiences at your internship, your weekly response papers, field observations and final paper progress, or future career trajectory. These meetings are required to pass any 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to F / NP. You may be advised to drop at any point in the quarter if you are no longer able to pass the course and your internship site will be notified.

Please use the MyUCLA appointment scheduling system to create appointments with me each time. A Zoom link will automatically be generated and emailed to you.

In MyUCLA, navigate to Academics > Appointments > Create Appointment.

You are responsible for signing up for your appointments and scheduling your 5 meetings evenly throughout the quarter (i.e., every other week). Each meeting is worth 6% of the course grade. Showing up late and/or unprepared for a meeting will result in the loss of at least 2 points. If you arrive more than 10 minutes late, your appointment will be automatically canceled and you will have to reschedule. Repeated cancelations or missed appointments will result in a reduction of one letter grade. Any request to schedule meetings in consecutive weeks must be approved by the instructor in advance.

**Weekly response papers (40% of grade)**

Response papers are to be **1-page minimum, single-spaced**, and complete with APA or Chicago format if using in-text citations. For Weeks 3-7 of the course, you will have reflection papers and fieldnotes to submit by the **Saturday at 11:59 pm of each week**. Starting in Week 8, see specific guidelines in the module and assignment tabs as the assignment format will shift but the deadlines will remain the same. Submitting more than two papers over one week late is grounds for automatic “Unsatisfactory” if you are taking the course S/U.

From Weeks 3-7, successful assignments will contain the following elements:

- 1) A discussion of the assigned readings for the week responding to the prompts posted on BruinLearn related to the readings.
- 2) Fieldnotes containing jottings and detailed observations related to your research interests for the final paper. Remember that you are creating the data for yourself to use in your final paper. Think about the kinds of details you’d like to remember for the final paper by taking note of them early on. You can submit these either in paragraph format or in bullet points.

**Final ethnographic research paper (30% of grade)**

For the final assignment, you will write a research paper using your ethnographic fieldnotes, interview, and outside sources. It is important to identify a guiding research question that will guide your ethnographic fieldwork at the beginning of the quarter, which we will workshop during your second or third meeting. You may draw on concrete examples you used to write your analyses each week.

Mechanics of final paper:

- 8-10 pages, double-spaced, 12-point font, 1-inch margins
- Use ethnographic fieldnotes collected weekly
- Cite 5 academic sources, 2 of which may be course readings
- Use APA, ASA, or Chicago-style citations
- Works cited page (not included in page limit)
- Submitted by Friday of finals week at 11:59 PM

Rubric for final paper

Criteria	Description	Points
Introduction and thesis statement	Remember that the thesis should include the two concepts from the course readings as well as refer to particular findings from your fieldnotes (i.e., what specific contributions does your field site make to our understanding of these general concepts?)	5
Review and integration of all sources	Explain your key concepts and broader context. Build on your annotated bibliography to develop this section, integrate your sources into the analysis of your fieldnotes and interview data. Use APA 7 <sup>th</sup> Edition, ASA, or Chicago-style in-text citations and include a Works Cited page at the end.	5

Discussion on the setting	State your workplace and your internship. Include a section on research methods used (i.e., participant observation/fieldnotes, interview, positionality.)	3
Write-up and analysis of your fieldnotes and interview responses	Remember to be very specific here with detailed descriptions and concrete examples. It should also be clear how the various points from your research here relate to your thesis and they should be organized in a clear and logical manner. <b>This should be about 2/3 of your entire paper.</b>	15
Conclusion	Briefly restate your thesis and the broader implications of your findings.	2
<b>Total</b>		<b>30</b>

## **UCLA university-wide advisories and policies**

### **Academic integrity**

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action. UCLA's complete policy regarding academic integrity can be found on the website for the Office of the Dean of Students: <http://www.deanofstudents.ucla.edu/>

### **Artificial Intelligence and AI-generated work**

Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam computer program, oral presentation, or other work) must either be the Student's own work, or must clearly acknowledge the source. (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty—Plagiarism.) Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.

### **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 Graduate Student Instructor about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

### **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 before our meeting. You may choose to use Zoom on your mobile device or computer. Your video must be on during your meetings.

### **Remote learning privacy:**

The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a 'reasonable expectation of privacy.' If you have concerns about participating over Zoom, please feel free to contact me.

## Weekly assignments schedule

**Weeks 1 and 2:** No readings or assignments.

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**Week 3:** An introduction to the ethnographic process

### Readings

- Emerson, R. M., Fretz, R. I., Shaw, L. (1995). "Chapter 2: In the field: Participating, observing, and jotting notes." In *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.

### Written assignment

- Answer the following questions based on your understanding of the readings. What is ethnography? What are fieldnotes good for? What to Emerson, Fretz, and Shaw suggest that we include in fieldnotes? What is the difference between an ordinary participant and a 'participant-observer?' How do you plan to take fieldnotes 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.
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**Week 4:** Sociology and the intern economy

### Readings

- Frenette, A. (2013). "Making the intern economy: Role and career challenges of the music industry intern." *Work and Occupations*. 40(4): 364-397.

### Written assignment

- 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.
  - Spend 10-15 minutes at your internship site writing fieldnotes, either during your internship or right after they are completed for a day. Either take a picture and upload (if handwritten) or upload the text file to this assignment. 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 fieldnotes throughout the quarter to ensure that you have concrete examples to draw on for each of your weekly assignments and your final paper and you will upload weekly fieldnotes to each weekly assignment until Week 6.
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## Week 5: Sociological foundations of interactions

### Readings

- Goffman, E. (1956). "Chapter 1: Performances." In *The presentation of self in everyday life*. Edinburgh, UK: University of Edinburgh Social Sciences Research Centre.

### Weekly assignment

- This text was written more than 60 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? Do you have examples from your internship site?
  - Spend 10-15 minutes at your internship site writing fieldnotes, either during your internship or right after they are completed for a day. Either take a picture and upload (if handwritten) or upload the text file to this assignment.
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## Week 6: Creating and managing an identity, and occupational dilemmas

### Readings

- Arluke, A. & Sanders, C. (1996). "The institutional self of shelter workers." In *Regarding animals*. Arnold Arluke and Clinton Sanders, eds. Philadelphia, PA: Temple University Press. pp. 82-106.

### Written assignment

- Summarize the reading. 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 the 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 everyday 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?
  - Spend 10-15 minutes at your internship site writing fieldnotes, either during your internship or right after they are completed for a day. Either take a picture and upload (if handwritten) or upload the text file to this assignment.
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## Week 7: Using symbols

### Readings

- Ronai, C. R. & Ellis, C. (1989). "Turn-ons for money: Interactional strategies of the table dancer." *The Journal of Contemporary Ethnography*. 18: pp. 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 jottings or fieldnotes, to identify the use of ‘symbols’ by specific people, as well as by the organization/company toward its ‘cliente.’ Detail how these symbols are used and the responses they create.
  - Spend 10-15 minutes at your internship site writing fieldnotes, either during your internship or right after they are completed for a day. Either take a picture and upload (if handwritten) or upload the text file to this assignment.
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## **Week 8: Inequalities in identity and structure in the workplace**

### **Readings (choose only one for this week)**

- Schilt, K. (2006). “Just one of the guys? How transmen make gender visible at work.” *Gender and Society*. 20(4): 465-490.
- Thompson, W. E. (1983). “Hanging tongues: A sociological encounter with the assembly line.” *Qualitative Sociology*. 6: pp. 215-237.

### **Written assignment**

If you chose Reading #1:

- Why does Schilt find it useful to study transmen? And, in this study, what are some concrete obstacles that women face in the workplace?
- Draw on your general knowledge and at least one concrete example from your fieldnotes to answer each of the following questions: 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?

If you chose Reading #2:

- Summarize the reading: 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 fieldnotes to answer each of the following questions: 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? In there a ‘financial trap?’ Is there an ‘intern trap?’

Both options should additionally:

- Spend 10-15 minutes at your internship site writing fieldnotes, either during your internship or right after they are completed for a day. Either take a picture and upload (if handwritten) or upload the text file to this assignment.
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## Week 9: Interviewing

### Readings

- Interview guidelines

### Written assignment

- **Part 1:** In no more than 3 sentences, state the working/draft thesis for your final paper.
  - **Part 2:** Reading the sheet of interview guidelines on BruinLearn. 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?
  - **Part 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 question (this should be maximum 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) pp. 86-87).
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## Week 10: Annotated bibliography

### No readings this week!

### Written assignment

- Part 1: In no more than 3 sentences, state the updated working/draft thesis for your final paper.
  - Part 2: Choose 2 of the weekly readings that you plan to guide your research paper.
  - Part 3: Find 3 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 3, 5, and 6), or articles published in peer-reviewed academic journals (similar to readings from Weeks 4, 7, and 8.) Internet sources, magazine articles, and newspaper articles are not acceptable.
    - For ideas, try checking out the journal *Work and Occupations*.
  - For each of the 5 sources:
    - Give the complete citation in APA/ASA/Chicago format
    - Summarize the main point of the reading and the methods/types of data that the author(s) use in 2-3 sentences
    - Explain in 2-3 sentences how you plan to use this reading in your research paper.
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