



SOC 210: Spring 2015 Section 307/308 Syllabus

Teaching assistant: Amanda McMillan Lequieu

Sociology 210: Survey of Sociology will introduce you to what it means to see the world with a “sociological imagination.” By the end of the semester, you will gain creativity, confidence, and expertise in:

1. Thinking and writing critically about what constitutes social life and why
2. Formulating a research question and finding and using appropriate sources
3. Making a strong sociological argument and using evidence to support your claim
4. Demonstrating ideas in well-developed, cogent written work and conversation

Read this section syllabus carefully. The syllabus is a tool for your success, the aim of which is to remove ambiguity about the nuts and bolts of the course so you can better take ownership of your learning. View it as a contract; it explains logistical details of the course. It is your job to read the syllabus thoroughly and set yourself up for a successful semester. Throughout this course, students are expected to attend all sections, keep up-to-date with the lecture and section schedule, hand in assignments on time, and ask questions.

Section Format

According to the official schedule, your section meets on Tuesdays and Thursdays every week. However, on average, **sections will meet three times in two weeks.** Please follow the official schedule on pages 6-7. This meeting schedule will allow us to have sufficient time to meet the needs and requirements of the class in section while also allowing you sufficient time outside of class to complete the required course work (both reading and writing). So what does this look like?

- **Topical Discussions:** Once-a-week topical discussions about the readings, lecture material and contemporary events of sociological interest. Come to section prepared to discuss all the material, and bring the readings for the week.
- **Workshops on Writing:** Topics will include how to formulate a research question, finding and using sources, making a sociological argument, and using evidence to support your argument. No matter what your level of experience with sociological research and writing, these exercises will be useful.
- **Conferences:** You are required to attend two one-on-one conferences with me during the semester. Please see the schedule for the time period for these conferences. I will create a sign-up sheet for the class well before these conferences should occur.

Course details

Lecture: Tuesdays & Thursdays, 2:25-3:15pm, Ingraham 19
 Professor: Joseph Conti
 Office: 8112B Sewell Social Science
 Office Hours: 11am-1pm Mondays and by appointment
 Email: jconti@ssc.wisc.edu

TA: Amanda McMillan Lequieu
 Office: 7110B Sewell Social Science
 Office Hours: Tuesdays, 11am-12pm
 Email: ammcmillan@wisc.edu
 Section 307: Tuesdays & Thursdays, 8:50AM-9:40AM, 6322 Sewell
 Section 308: Tuesdays & Thursdays, 9:55AM-10:45AM, 6322 Sewell
 Course website: Learn@UW

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Attendance and participation

The decision to take the course is the decision to attend class. Section discussions benefit you and classmates most when you are present; you have responsibilities to others in this community of learners. Therefore, I ask that you commit to pursuing your goals in the course. To receive credit for joining us, locate and sign the attendance sheet during each class. You cannot receive attendance credit for days during which you have not signed in. You are allowed to miss up to 2 section classes with no grade penalty (not including your presentation days).

Out of respect for your classmates and me, please arrive to class with several minutes to spare and do not begin packing up until the class period is concluded. If you are late to section by more than 10 minutes, you will be considered absent for the day.

Technology: Cell phones and earbuds must be stowed in your bag or pocket before you sit down. You are welcome to take notes on your laptop or tablet; however, if I catch you engaging in non-class related activities, you will lose your attendance points for the day—no warning given. If your body is present, your brain must be present as well!

Missed Sections	Attendance Grade
0-2	A
3	B
4	C
5	D
6+	F

Your grade for class participation will not be a measure of how loud you were, or of how often you spoke. Rather, it will reflect the extent to which you were “there.” I will evaluate your “thereness” based on our assessment of your engagement, including the quality of your listening in class discussions.

What to do if you miss a section or lecture:

- **Do** email a classmate *from your section* (this is important because different sections are on different schedules) for missed notes and assignments. If you know you are going to miss class beforehand, you might even want to email them then and ask them to take more detailed notes for you.
- **Do not** email me OR the whole class/section list to ask for what you missed.
- If you are still unclear about expectations about assignments given out or notes taken during a section you miss (received from a classroom contact), **do** come to my office hours to discuss. Also, come to me to get the assignment; I will not come to you to give it to you.

Our ambiance

During our survey of the discipline of sociology, we will be delving into many controversial issues. This is an exciting environment for all, and I ask you to build a community of respectful scholars by abiding by the following rules.

1. Disagreements will arise, but students are expected to disagree in a respectful manner. Skepticism and critical thinking are important, but so is being open-minded enough to consider and give a fair hearing to new perspectives. Mature intellectuals weigh evidence and thoughtfully engage in conversation with each other.
2. Please **DO** express your opinions, but build them upon solid evidence. As the semester goes on, draw on readings from the course and

examples from lecture to give substance to your argument.

3. When contributing to class, please be aware of the difference between anecdotal evidence and generalizable facts. A good social scientist understands that it is intellectually lazy, or worse, to generalize based on little evidence. Remember that the ultimate physical correctness of these ideas are questions we leave for outside the classroom. Our concern is for their social origin and for the social use to which we put them.
4. Treat everyone in your section, including your TA, with respect. Name-calling, excessive interrupting, and domination of discussion are not appropriate and will be addressed by the TA if they become problems. They will also have a negative impact on your discussion grade.

Communicating with me

My goal is to set you up for success and learning in this class! Please attend my weekly office hours, or to talk to me before or after sections or lecture. If you wish to set up a meeting time, please include in your email: the topic you would like to discuss and three possible time slots. Give me 24 hours' notice if you need to postpone our meeting.

You are welcome to email me brief administrative questions and to set up meeting times. Allow me 24 hours to respond. When you send me (and anyone, really) a professional email:

- Use an apt and detailed subject line – i.e. “missing section Feb 22”
- Refer to me by name – i.e. “Hi Amanda,”
- Provide specific, detailed information - i.e. your specific substantive question AND what resources you've already looked at in search for the answer
- Sign-off cordially – “Thanks!” or “Sincerely”

However, do *not* rely on email communication for questions or comment that could be made in class or during my office hours. If you need information that you know should be contained in 1) the syllabus, 2) the lecture notes, 3) the reading materials, or 4) a past email, I recommend that you track down the answer yourself or ask another student in class.

Accommodations

It is the intention of the University of Wisconsin to work toward full compliance with the Americans with Disabilities Act (ADA), to make facilities and instructional programs accessible to all people, and to provide reasonable accommodations according to the law. Please see Professor Conti and your TA early in the semester to discuss special arrangements that may be needed to help you succeed in this course. Call 608-263-2742 for assistance and evaluation.

If you are struggling with the course, regardless of “formal” paperwork, I invite you to consult with me as soon as you can so we can design a solution that will help you be successful in the class.

Re-grading policy

TAs take grading very seriously and hence, requests for an assignment to be re-graded must be done in hard-copy writing to the TA one week after grade results are handed back for a paper. In this request, you must detail compelling reasons for why the letter grade was unfairly assigned. In many cases, other TAs and the professor will need to be involved in the re-grade, and there is a possibility that the original grade can decline.

Resources

UW-Madison Writing Center:

Excellent writing instructors offer classes and one-on-one meetings to help you with all aspects of the writing process. Call 263-1992 or go to www.wisc.edu/writing for more information. The Writing Center is located at 6171 Helen C. White Hall and is open Mon-Thurs from 9:00a-8:30 pm and Fri from 9:00a-3:00 pm.

University Counseling and Consultation Services (C&CS)

To obtain assistance and referral to address students' personal, social, career, and study skills problems, please contact: 333 East Campus Mall, 7th floor; 608-265-5600 (option 2). For 24-Hour Mental Health Crisis Services, select option 9. Visit <http://www.uhs.wisc.edu/services/counseling/> for more information.

Assignments and deadlines

1. **Research paper** (27% of your total grade): 8-10 pages; Your paper may be on any topic that is relevant to one of our weekly themes in this course (i.e. Stratification, Language, Education and Science, etc. You must consult with me for final paper topic approval. Your paper should be well organized, thoroughly drafted, and consist of your own original writing. The completed paper will observe all of the assignment guidelines (see syllabus page 5). The writing process is broken into several smaller, graded assignments on which you will receive feedback from your TA.
 2. Topic statement (approved/try again): one sentence describing your topic, with two to three related research questions.
 3. Pre-writing (5%): *Annotated bibliography*—2-3 pages; based on preliminary research on your topic, provide brief summaries and assessments of at least five sources you intend to use in your paper. *Paper Outline*—state your research agenda and outline your specific strategy for attacking that problem.
 4. First draft (10%): 8-10 pages; submit a polished and complete first draft of your entire research paper.
 5. Peer review (pass/fail): provide written feedback for two student papers.
 6. Final draft (12%): Revised second draft of paper, demonstrating how you have taken into account my comments and your peers' comments
2. **Short writing responses** (20% of your total grade; 5% each): Five times this semester, you will write a brief analysis of argument prompts related to an assigned reading. These assignments are critical examinations (not summaries) of selected readings. Tease apart some question about the reading; probe assumptions buried in it; draw out the main points and frame important questions. I will tell you which readings are candidates for these assignments. The goal of these assignments is to assist you in critically engaging with the reading and lecture material and to work on particular writing skills. Each essay will be 500-750 words, not including references and header; 2-3 pages, double-spaced. Before the class session in which the assignments are due, you will submit the responses to drobox. Your best four out of five assignments will be counted. This means you have the option of either dropping the lowest grade or writing only four.
3. **Oral presentations** (10% of your total grade; 5% each)
 - a. **Student-led discussion (5%)**: On assigned dates, you will facilitate a discussion of the readings. I encourage you to begin with a five-minute synopsis of the material, conclude with a series of meaningful questions for the class, and be prepared to respond to questions about the readings on your assigned day. Look for the sign-up sheet in section, as these are done throughout the semester. Your discussion facilitation entails attendance; absence on your discussion day will result in a 0 on this portion of your grade. You will be graded on the quality of your preparation, well-developed questions, and discussion management.
 - b. **Research Paper Presentation (5%)**: This is a presentation of your research paper. You will present your research and argument concisely and receive questions and comments from your classmates. This should take between 4-6 minutes. Details on this assignment are forthcoming.
4. **Participation** (10%): Participate in discussion section! By sharing your thoughts and ideas in small- and large-group discussions, you can help each other think critically and engage the material. If your ability to speak in class will be limited, please come talk to me during office hours early in the semester.
5. **Attendance** (5 %): Attendance means showing up a few minutes before class starts to get settled and leaving once the class session is over. If you are more than 10 minutes late, you will not receive credit for attendance.
6. Four in-lecture **exams**: 28% (each worth 7% of final grade): The exams are designed to evaluate your mastery of course materials, including lecture and reading assignments. The tests are not cumulative, and composed of 30-40 multiple-choice questions each. If you attend class, complete reading assignments, and review conscientiously beforehand you will be well prepared. I encourage you to form study groups if you find peer discussion helpful. In lieu of a review session, a review sheet will be handed out during lecture. Also, lecture slides are posted on Learn@UW for your reference.

**** Note: I will provide details on content and grading criteria with each assignment.**

You will receive grades out of 100 points. The grading scale is:

A=94-100, AB=88-93, B=83-87, BC=78-82, C=70-77, D=60-69, F=59% or below.

Guidelines for every written assignment

Points will be deducted for papers that do not conform to these rules:

- Double-space
- Use 12-point Times New Roman font
- Top and bottom margins should be 1" left and right margins should be 1.25"
- Use page numbers
- Include your name, class, date, section #, and assignment title in the top left corner of the assignment
- **Submit to word (.doc) formatted papers to Learn@UW's Dropbox for this course *before the class session in which they are due*; submissions during or after the class session will not be accepted. Be sure to save the email receipt confirming your submission!**
 - Please use the following scheme for naming your electronic paper file:
SectionNumber_LastNameFirstName_AssignmentDescription
For example: 301_BelcherLouise_Response1
- Bring in hard-copies of your written assignment when indicated on the schedule (see syllabus page 8).
- Staple printed papers
- Use the American Sociological Association (ASA) style guide (http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide) to format your in-text, parenthetical citations AND your reference page

Plagiarism and Academic Misconduct

I understand that as the semester progresses, you will no doubt be juggling multiple class assignments, studying for exams, and in many cases, pursuing part-time work and campus/community activism. Avoid cutting corners and, especially, avoid any type of behavior that can be interpreted as plagiarism and academic misconduct (such as copying and pasting material from the internet without proper citation). Any form of cheating or plagiarism is absolutely unacceptable and intolerable in this class and in the entire UW System.

Section 14.03 of the University of Wisconsin System Administrative Code Defines academic misconduct as "an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; (f) assists other students in any of these acts." If you have any questions about what constitutes academic misconduct generally, you must consult <http://students.wisc.edu/doso/docs/UWS14.pdf> before proceeding in this course.

Lack of knowledge regarding these guidelines will NOT be accepted as an excuse. If you have questions about citation and plagiarism specifically, you must consult the hand-out "Acknowledging Sources," available at the learn@UW website for this course and in the reader.

The Department of Sociology is licensed to use anti-plagiarism software. This software is extremely accurate, comparing student work to a database of previously submitted work, on-line sources (including Wikipedia), and published academic materials.

Semester schedule

<i>Week #</i>	<i>Student-led Discussions</i>	<i>Writing Workshops</i>
Week 1	Tues 1/20 NO SECTION	Thurs 1/22 Introduction <i>In-class Syllabus "Quiz"</i>
Week 2	Tues 1/27 Sociology Perspectives <i>Sign up for topic presentations</i>	Thurs 1/29 Analyzing like a sociologist; Plagiarism
Week 3	Tues 2/3 Theory + Student-led Discussion <i>Due: Short Writing Response #1: Weber (dropbox)</i>	Thurs 2/5 Writing in all its stages: from Topic to Thesis
Week 4	Tues 2/10 Gender+ Student-led Discussion	Thurs 2/12 NO SECTION; <i>Exam #1 in lecture</i>
Week 5	Tues 2/17 Library Session (Memorial Library 231) <i>Due: Topic Statement (dropbox)</i>	Thurs 2/19 Racial disparities + Student-led Discussion
Week 6	Tues 2/24 Race and Ethnicity + Student-led Discussion <i>Due: Short Writing Response. #2: Hochschild (dropbox)</i>	Thurs 2/26 Structuring your paper (Paper Outline and Annotated Bibliography) <i>Sign up for one-on-one outline conferences</i>
Week 7	Tues 3/3 Class + Student-led Discussion	Thurs 3/5 NO SECTION
Week 8	Tues 3/10 Capitalism + Student-led Discussion <i>Due: Short Writing Response #3: Omi and/or Ignatiev (dropbox)</i>	Thurs 3/12 Making a sociological argument; Research Paper Assignment
Week 9	Tues 3/17 NO SECTION <i>Exam 3/17 in lecture</i>	Thurs 3/19 NO SECTION <i>One-on-one outline conferences this week: Due: paper outline and annotated bibliography (dropbox + hard-copy at your one-on-one conference)</i>

<i>Week #</i>	<i>Student-led Discussions</i>	<i>Writing Workshops</i>
Week 10	<p>Tues 3/24</p> <p>Families + Student-led Discussion</p> <p><i>Due: Short Writing Response #4: Ehrenreich and Hochschild (dropbox)</i></p>	<p>Thurs 3/26</p> <p>Peer Review; Writing a useful first draft</p>
SPRING BREAK, March 28-April 5		
Week 11	<p>Tues 4/7</p> <p>Religion/Work I + Student-led Discussion</p> <p><i>Sign up for research presentations</i></p>	<p>Thurs 4/9</p> <p>Revision</p> <p><i>Due: First Draft of Research Paper (dropbox + bring two hard copies of research paper to class)</i></p>
Week 12	<p>Tues 4/14</p> <p>NO SECTION</p> <p><i>Exam #3</i></p>	<p>Thurs 4/16</p> <p>Culture + Student-led Discussion</p> <p><i>(sign up for draft one-on-one conferences)</i></p>
Week 13	<p>Tues 4/21</p> <p>*Research paper oral presentations</p> <p><i>Due: Peer Review letter (dropbox + 2 hard-copies due in section and online)</i></p>	<p>Thurs 4/23</p> <p>* Research paper oral presentations</p>
Week 14	<p>Tues 4/28</p> <p>Socialization</p> <p>*Research paper oral presentations</p> <p><i>Due: Short Writing Response #5: Becker (dropbox)</i></p>	<p>Thurs 4/30</p> <p>NO SECTION</p> <p><i>One-on-one draft conferences this week: Bring a copy of your paper to your conference.</i></p>
Week 15	<p>Tues 5/5</p> <p>Symbolic Interactionism/Deviance</p> <p>Self Eval & TA eval</p>	<p>Thurs 5/7</p> <p>NO SECTION</p> <p>Exam 5/7 in lecture</p>
May 13th	<p><i>Final Research Paper Due at 9:45am: with TA revisions, peer review draft, and self eval (you must turn in all these in hard copy to my box outside my door. The final draft must also be on learn@uw in the dropbox)</i></p>	

***Important Dates**

2/3: Short writing assignment #1 Due (dropbox)

2/12: Exam 1

2/17: Topic Statement Due (dropbox)

2/24: Short writing assignment #2 Due (dropbox)

3/10: Short writing assignment #3 Due (dropbox)

3/17: Exam 2

3/17-20: Outline conferences

3/19: Annotated Bibliography and Paper Outline Due

3/24: Short writing assignment #4 Due (dropbox)

4/9: First Draft Due (2 paper copies and dropbox)

4/14: Exam 3

4/21: Peer Reviews Due (dropbox and 1 paper copy in section)

4/21: Research Paper Oral Presentations Round 1

4/23: Research Paper Oral Presentations Round 2

4/28: Short writing assignment #5 Due (dropbox)

4/28: Remaining Oral Presentations Round 3

4/28-5/1: Draft one-on-one conferences

5/7: Exam 4

5/13: Final Research Paper Due at 9:45am: with TA revisions, peer review draft, and self eval (you must turn in all these in hard copy to my box outside my door. The final draft must also be on learn@uw in the dropbox)