

# **Sociology 210: Survey of Sociology– Sections 307 and 308**

## **University of Wisconsin-Madison, Fall 2018**

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Office Hours: Thursdays 1:40-3:40 pm (or by appointment)

Classroom: 2611 Humanities Building  
Section 307: Tues & Thurs 8:50-9:40 am  
Section 308: Tues & Thurs 9:55-10:45 am

### **Overview**

This section has two related objectives. First, it aims to provide an intimate classroom setting to review and engage with the course material of Survey of Sociology. This is an opportunity to dive more deeply and interactively into the discipline of sociology, clarify any questions about the readings and lectures, and exchange ideas. Second, this discussion section aims to support the development of advanced communication skills. As part of a course (such as Survey of Sociology) that meets the university's communications-B requirements, this section will provide tools to advance your skills in speaking and writing through the lens of sociology. My goal as a TA is to create an environment where everyone feels comfortable to participate and to take intellectual risks that can allow you as a student to test ideas and learn in your own terms.

### **Academic Goals**

- Develop critical thinking skills
- Engage in discussions using the course materials as support
- Demonstrate ideas in well-developed, cogent written work and conversation
- Possess a greater understanding of how individual and group behaviors can be studied and how conclusions are drawn from sociological research
- Develop lifelong learning skills
- Develop creativity and confidence as scholars

### **Suggestions to do well in this section**

- You are expected to be proactive in your learning experience. Do the assigned readings before they are discussed in class. In this section we will typically be discussing each reading the meeting before the lecture for which it is assigned (e.g. a reading assigned for the lecture on September 13 will be discussed earlier that day during the section meeting).
- Highlight and take notes while you read. Afterwards, review and write a few sentences about the main points of the reading, and the evidence used to support them. Write any questions you have about the readings, and bring these to the section meeting.
- Don't be afraid of asking questions. If something is unclear to you, there is a good chance others feel the same way.

- Attend class. During the section, be prepared to ask questions or offer comments about the readings, and how they relate to lecture material or current events.
- Take advantage of office hours. If you cannot attend scheduled office hours, email me to set another time.
- Take notes during the lecture and discussion section. If you must miss a class, get notes from another student. Write down the email of two classmates you can contact to ask them for notes:

Name	Email

### Accessibility

I wish to make the classroom accessible to all students. If you have accommodations through the McBurney Center, please discuss them with me during the first two weeks of classes so I can provide you with the best possible experience and make all necessary accommodations. Additionally, I encourage all students to discuss with me any personal situations or emergencies during the semester that may affect your performance in the course.

### Discussion Policy

Our classroom is a learning community where different perspectives are valuable. It is necessary for us to respect each other's growth trajectory and always remember to discuss and critique *ideas* and never *people* themselves. We are here to learn from and with each other and thus this class must be a brave space where we share and engage with one another. Disagreement cannot *ever* descend to the level of personal attacks. If you feel attacked yourself, please do not respond in kind — odds are that I will notice and address the problem immediately; if I don't, please come talk to me after. Some guidelines for engagement: make no assumptions about your fellow classmates; always first listen to what they have to say; try to balance skepticism and critical thinking with a willingness to be open-minded enough to consider new perspectives.

### Readings

Please note that in addition to the readings assigned for each lecture, we will be using the following book on writing and overall communication skills: Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing*, 2nd ed. (New York: Norton, 2012). The book is available [online](#).

## Semester Schedule

Week	Section Date	Readings Discussed and Activities
1	6-Sep	<p><b>Introduction to Section</b> They Say, I Say: ch. 11 &amp; ch. 12</p> <p><b>What is sociology?</b> Giddens et al., Introduction to Sociology, 3-27. Peter L. Berger, "Sociology as a Passion to Understand" C. Wright Mills, "The Sociological Imagination"</p>
2	11-Sep	<p><b>Summarizing arguments</b> They Say, I Say: ch. 1 &amp; ch. 2</p> <p><b>Writing Process Overview</b></p>
	13-Sep	<p><b>Quotes &amp; Citations</b> They Say, I Say: ch. 3</p> <p><b>Methods</b> Giddens et al., <i>Introduction to Sociology</i>, 31-49.</p>
3	18-Sep	<p><b>Analysis Papers</b> They Say, I Say: ch. 4 &amp; ch. 14</p> <p><b>Culture</b> Giddens et al., <i>Introduction to Sociology</i>, 58-64, 71-87. The rest of the chapter is recommended. Richard A. Peterson, "Roll Over Beethoven, There's a New Way to Be Cool," <i>Contexts</i> 1, no. 2 (2002): 34-39.</p>
	20-Feb	<p><b>Constructing a Thesis</b> <b>Socialization</b> Giddens et al., Introduction to Sociology, 91-117.</p>
Short Writing Assignment #1 due Friday 9/21 by 12 noon		
4	25-Sep	<p><b>Topic Statement Activity</b> <b>Discussion: Secret of the Wild Child</b> <b>Self and Social Interaction</b> Excerpts from Arnold van Gennep, William James, Charles Cooley, George Herbert Mead. Lewis A. Coser, <i>Greedy Institutions</i> (New York: Free Press, 1974), 1-8.</p>
	27-Sep	<p><b>Making arguments and presenting findings</b> They Say, I Say: ch. 5</p> <p><b>Total institutions</b> Goffman, "The Nature of Deference and Demeanor," 47-95</p>
Topic Statement due Friday 9/28 by 12:00 noon		
5	2-Oct	<p><b>Counter Arguments</b> They Say, I Say: ch. 6</p> <p><b>Groups and Organizations: Universities</b> Giddens et al., 162-167 Ray Marshall and Marc Tucker, <i>Thinking for a Living</i>, 13-27.</p>
	4-Oct	<p><b>Library Session – Memorial Library 231</b></p>
Short Writing Assignment #2 due Friday 10/5 by 12:00 noon		

6	9-Oct	<b>Cohesion, Transitions, Proofreading</b> They Say, I Say: ch. 8 <b>Social capital, trust, and solidarity</b> Robert D. Putnam, "Bowling Alone: America's Declining Social Capital" 65-78. Collins, "The Nonrational Foundations of Rationality," 3-29 <b>Outline and Annotated Bibliography How To</b>
	11-Oct	<b>Crime and deviance</b> Collins, "The Normalcy of Crime," 86-118. <b>Crime and deviance</b> Giddens et al., Introduction to Sociology, 179-209. (read at least one of these): -"In Baltimore Report, Justice Dept. Revives Doubts About Zero-Tolerance -Policing," New York Times, Aug. 10, 2016. -"UW Student to Enter Alternative Court for Political Graffiti, Avoiding Criminal Charges," Wisconsin State Journal, May 4, 2016. -"Madison Students Using Restorative Justice to Resolve Conflicts, Repair Harm," Cap Times, Apr. 8, 2016. -"Madison schools starting to embrace 'restorative justice' for problem behavior," Cap Times, Dec. 29, 2012. -"At this prison graduation, the focus is on knowing the effects of their crimes," Wisconsin State Journal, May 17, 2010.
	Annotated Bib. + Outline due Sunday 10/14 by 12:00 noon	
7	16-Oct	<b>Oral Presentations</b>
	18-Oct	<b>Oral Presentations</b>
8	23-Oct	<b>Writing About Research</b> They Say, I Say: ch. 9 <b>The social organization of work and control over the labor process</b> Giddens et al., 435-449. Review "Work" (p. 99). Arlie Russell Hochschild, <i>The Managed Heart</i> : 3-23. Recommended: 89-136. <b>Organized labor and its disorganization</b> Giddens et al., 451-471
	25-Oct	<b>Midterm Review</b> Midterm Exam, Thursday 10/25 in lecture
9	30-Oct	Conference Week-No sections
	1-Nov	
	Worksheets on Family and Power due 11/1 by 6pm	
Short Writing Assignment #3 due Friday 11/2 by 12:00 noon		
10	6-Nov	<b>Writing About Research</b> They Say, I Say: ch. 13 <b>Elections</b> Giddens et al., 391-396, 423-429. Frances Fox Piven and Richard A. Cloward, <i>Why Americans Don't Vote</i> , 3-21.
	8-Nov	<b>Religion</b>

10		Christian Smith, <i>Souls in Transition: The Religious and Spiritual Lives of Emerging Adults</i> , 3-9, 279-299.
11	13-Nov	<b>Paper Revisions and Reverse Outline</b> <b>Religion and secularization</b> Giddens et al., <i>Introduction to Sociology</i> , 555-566. The rest of the chapter is recommended. Collins, "The Sociology of God," in <i>Sociological Insight</i> , 30-59.
	First Draft due Wednesday 11/14 by 6 pm	
	15-Nov	<b>Peer Review Workshop</b> <b>Education and the reproduction of class inequality</b> Giddens et al., <i>Introduction to Sociology</i> , 217-227, 233-236, 242-244, 524-532.
12	20-Nov	<b>Social Class</b> Giddens et al., <i>Introduction to Sociology</i> , 228-232, 236-241, 244-247.
	Peer Review due Wednesday 11/21 by 12 noon	
	22-Nov	No class- thanks giving recess
13	27-Nov	<b>Gender inequality and socialization</b> Paula England and Su Li, "Desegregation Stalled:...": 657-677. Maria Charles, "What Gender Is Science?" 22-28.
	29-Nov	<b>Oral Presentations</b>
	Short Writing Assignment #4 due Friday 11/30 by 12:00 noon	
14	4-Dec	<b>Oral Presentations</b>
	6-Dec	<b>Race</b> Giddens et al., 328-330 and 336-343. Anthony Marx, "Race-Making and the Nation-State," 180-208.
15	11-Dec	<b>Review for Final Test</b> Final Exam, Tuesday 12/11 in lecture
	Final Research Project due Sunday 12/16 by 12 noon	

## Assignments and Grading

### 1. Participation (15%)

#### a. Attendance (5%)

Everyone starts with full (5) points. If you miss more than two section meetings, you will lose points. Students will not lose points when they are absent to observe religious holidays or have a doctor's excuse. If you will be absent to observe religious holidays during the semester, you should notify me by the end of the second week of classes. Also, please let me know in advance when you will be missing class due to a medical condition. If you are missing from a class period (for reasons different to religious holidays or medical conditions) I will deduct ½ point after the second absence. If you arrive to class more than 10 minutes late, it counts as half an absence. If you arrive 20 minutes late, it counts as a full absence. If you know you will be missing a section meeting, send me an email in advance. I will provide limited opportunities to make up for attendance for those section meetings when we discuss a specific worksheet. To get notes about any discussions you miss, please email a classmate.

#### b. Class Participation (8%)

The full points will be awarded for students who actively participate, raise hands, seem in command of readings and material; show continual evidence of preparation, note-taking, attentiveness, and being respectful of others. Students may also demonstrate their participation through in-class activities, and short presentations. Being respectful of others means not interrupting them and giving your classmates the chance to speak. If you find yourself dominating the discussion, I encourage you to move your participation to the next level, by not only answering questions but asking them. Improper use of electronic devices (cell-phone usage and web browsing) will lower your participation grade. For class periods with special activities (e.g. exam review or oral presentations), you will hand-in a worksheet that will count towards participation. Occasionally, there will be a check-in question about the readings.

c. Peer Review (1%)

There will be a peer review draft workshop day in class (tentatively, November 16). You must bring a paper copy of your draft to class and participate in reviewing the paper of one of your classmates (0.5%). You must also be present for and submit peer reviews for oral exercises (0.5%).

d. Topic Statement (1%)

See description below, in point 4.

2. Two Oral Presentations (10%)

a. Research Project Proposal (5%)

You will have five minutes to present to the class your research proposal focusing on evaluating one sociology source. In your presentation, you must include a research question, thesis statement, and an in-depth analysis of one of your sources (thesis, methods, and your own critical evaluation), reason for selecting your topic, and further questions you have about the topic. You will receive feedback from your peers after your presentation.

b. Research Project (5%)

You will have five minutes to present your research project. In your presentation you should include a research question, a thesis statement, the sociological perspectives you are relying on to support your statement, arguments supporting the thesis and conclusions. Some guiding questions are: Why is this topic relevant? How have you answered your research question? How do you plan to make your argument? What are the implications (e.g. contribution, questions for future research) of your argument?

3. Short Writing Assignments (20%) (5% each)

You will write four short writing assignments in which you look critically at certain readings assigned for the course. The most important aspect that will be evaluated about your responses is that you make a coherent and convincing argument. You can choose the readings you analyze in each assignment from those assigned for the lectures before each deadline (and that you have not analyzed in previous short writing assignments). Some readings may be excluded, and I will let you know about them during the second week of classes.

4. Research Project (25%)

The research project should present an informed argument about a sociological problem that you choose to study. The paper should be relevant to at least one of the weekly themes of this course. The project will entail the following components. I will provide more specific details on assignments as the semester progresses.

Topic statement (part of participation grade)

Annotated bibliography (3%)  
Outline (4%)  
First draft (8%)  
Peer review (part of participation grade)  
Final draft (10%)

5. Tests (30%)

Midterm Test (15%)  
Final Test (15%)

### **Assignment Submission**

All assignments should be submitted to the course module on Canvas. Papers received after the deadline will automatically be docked 5% every 24 hours. I will only accept papers up to 72 hours late. Papers received more than 72 hours after the original deadline will not be received and will get a zero. Note: exceptions will be made in case a case-by-case basis in case of personal tragedy, crisis or illness as long as I am made aware in a timely manner, before the assignment is due. I will check all assignments for plagiarism. You can check your assignment for plagiarism on Turnitin.com before submitting, by using the following ID and enrollment key unique to our sections:

Class ID: 18975514

Enrollment key: morningsoc

### **One-on-one meetings**

I encourage you to discuss with me any course materials, questions related to your assignments, or anything broadly related to your ability to succeed in this course at any time. Additionally, there is a required conference component of this course. Students must meet with me during the week starting on October 29. You will sign up for specific meeting times through an online link emailed to you. The required meeting will be an opportunity for you to discuss your writing and oral presentations submitted for grading thus far. We will discuss your research project outline and plans for the first draft. Please come to conferences with an open mind – you will be given praise for components you have done well and constructive feedback for what you can improve.

### **Academic Integrity**

The Writing Center is helpful in determining the differences between paraphrasing, acknowledging and quoting sources, which can be very helpful for this course. Please also consult the [UW Writing Center's](#) handout on "[Acknowledging, Paraphrasing, and Quoting Sources](#)" before handing in your first assignment, and see me if you have questions.

### **Regrading**

If you wish to have a better understanding of the reasons why you got a specific grade and how to improve it in the future, you are welcome to meet with me, no sooner than 24 hours after I hand back the graded assignment. If you want your grade to be reconsidered, you must provide a written request to me within one week after I hand back the graded assignment. In this request, you must detail compelling reasons for why the grade was unfairly assigned. In some cases, other TAs and the professor will need to be involved and there is a possibility that the grade previously assigned can go down.

### **Communicating with your TA**

I strongly encourage you to come to my office hours or set an appointment to discuss class ideas and ways to improve your performance in the course. For email communications, I will try to respond promptly within a 24-hour window Monday to Friday. For emails received during weekends or holidays, expect a response by the end of the next weekday.

### **Final thoughts**

I encourage you to use this course as an opportunity to explore topics that you are passionate about, and use your “sociological imagination” as a tool for daily life! Please let me know about how I can support you in this journey.