

Sociology 220/Asian American Studies 220: Ethnic Movements in the United States
Fall 2010 Syllabus * Sections 304 and 305

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Section 304:
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Section 305:
WF 3:30-4:20M 6304 Sewell Social Science Bldg

PURPOSE OF SECTION

Sociology 220 fulfills both the ethnic studies requirement and the communications-B University requirement focusing on intensive writing. Your TA is responsible for facilitating group discussions about material presented in lecture, assigned in the book readings, and for grading all paper assignments submitted in sections. Sections meet twice per week for 50 minutes. Sections are not mini-lecture repeats of the lecture. The section aims to develop skills in:

- Open discussion of controversial issues
- Sociological writing and research
- Analysis of historical and contemporary sociological evidence
- Exposure to core library resources and research tools
- Groupwork

DISCUSSION

In order to achieve a comfortable discussion environment for all, I ask you to abide by the following rules:

- **Respect classmates, the TA, the Professor, and yourself.** Avoid comments or language whose sole purpose is to provoke or disparage others. Avoid "insult words" for all groups. Avoid "jokes" about any group except your own, and be very careful even with self-mockery, as this may offend others in your group. If you have made one comment, allow others to speak before making another comment. Likewise, being patient and waiting your turn are virtues, but also do not be afraid of voicing your opinion just because someone else has a differing opinion.
- **Sections are a "correctness-free" space.** This means that everyone in the section is free to express opinions and ask questions without fear of censure from other section members. I feel very strongly that you should express your opinions, even if you think that none of your classmates will agree. Class will be very boring and unrewarding if we all agree with each other.

- **Be willing to listen to and reflect on opinions you disagree with.** Try to understand why someone believes what they do. Hold yourself open to the possibility that you might change your mind. Respect people even when you are sure they are wrong. Keep an open mind and **try not to be offended** by what another classmate says. If someone says something you do not like, react to the comment (not the person) by asking her to first clarify what she said. Pose counter arguments to challenge the assertion or explain why the remark was offensive to you.
- **Be sensitive to minority/majority dynamics.** People who are members of racial/ethnic minorities or who hold minority opinions can feel particularly vulnerable in some contexts. Let me know if you are worried about class dynamics or uncomfortable in class so I can try to do something about the problem.
- **Recognize diversity** as a contribution to discussion. Recognize that we all have a different personal history and this varies by socioeconomic background, gender, ethnicity, and ability/disability, not to mention by college major, time devoted to taking the class and doing well, different levels of “caring” for the material and topics covered. We all came to UW through different paths.
- **Pose questions** to your classmates, do not merely look at and talk to the TA in big group discussions.
- **Learn to distinguish between factual claims and opinions.** Factual claims can be checked against evidence. Be open to evidence that what you thought was true is not true. Learn to distinguish between the factual claim "I had this particular experience" and the factual claim "My experience is typical of everyone's experience." The former is true and should be respected when you report it. The latter may or may not be true, and can be assessed with evidence from other people.
- **Try to use your sociological imagination.** Try to see how it is not just about you, but about the structure of society. And then reassess your place in the society.
- **Communicate to your TA** after class, in a written note or over email about when you feel uncomfortable or very strongly (in a good way!) about an event or discussion relevant to class. All your TAs want to know how to be a better discussion facilitator. This can demonstrate you are thinking critically about the topics.
- **Be engaged in discussions by preparing ahead and doing all homework,** class is much more fun when you contribute, otherwise there would be dead silence and staring blankly into space.

GRADES (IN BRIEF)

To recap, your total grade in Sociology 220 is determined based on:

Papers/presentations	50%	(TA-led sections)
Journals	45%	(see Professor Pam Oliver’s syllabus for <u>extensive</u> details)
Participation	5%	(attendance, effort, etc.)

Papers due in Sections (50%):

Assignment	Due Date	% of Paper Grade
Project 1		
Annotated Bibliography	Sep 22	3%
Group Oral Presentation	Sep 29 and Oct 1	15%
Project 1 Paper (individual)	Oct 13	20%
Project 2		
Topic and List of Sources	Oct 20	Satisfactory/Not Satisfactory
Outline and Annotated Bib.	Nov 3	7%
First Graded Draft	Nov 24	15%
Peer Review	Dec 1 (hardcopy/email)	5%
Mini-conference	Dec 3 and 8	required
Final Paper	Dec 17	35%

Ungraded but required:

One-third book summaries due each week (4 books)

Special writing assignments due to Prof. Pam Oliver in lecture

Journal Lecture Comments due to Prof. Pam Oliver in lecture

** Each of these assignments above will come with a handout and detailed explanations on the schedule (see end of the section syllabus).*

Absences/lateness: Attendance at lecture and section is required. If you are late to class by more than 15 minutes, you will receive partial attendance credit. All absences in lecture and in sections need to be made up for credit in writing (see TA for week-to-week instructions on “make ups”).

HOW I GRADE WRITTEN WORK

- A **Good (B)** paper—has reasonably strong arguments and complex ideas, but may be flawed in other areas. This is the **STARTING** grade.
- A **Very Good (AB)** paper — will do one of the less important things less well than an A paper.
- An **Excellent (A)** paper—Demonstrates excellent use of sociological tools/concepts and writing. In order of importance, intellectually challenging and complex, logically argued, cogently developed, clearly and compellingly written and free of basic errors in grammar, punctuation and usage.
- A **Satisfactory (BC)**—has flaws in significant areas, including weaker arguments and unchallenging ideas, or it may have minor flaws in many areas.
- A **Lacking (C)** paper—has numerous flaws in significant areas. **NOT FOLLOWING DIRECTIONS** usually results in a C or lower grade. **READ INSTRUCTIONS CAREFULLY.**
- A **Not Very Good (D)** paper—has major problems in all areas.
- An **Unacceptable (F)** paper—has to be really bad, incomplete, incomprehensible, plagiarized, etc.

Bare in mind, this is a **general** grading strategy meant to give you the basic expectations. In my book, your ideas are more important than your mechanics, *but* I do expect your papers to be polished and technically sound.

Re-grading Policy: TAs take grading very seriously and hence, requests for a paper to be re-graded must be done in hardcopy writing to the TA a 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 grade previously assigned can, in some cases, go down.

Late papers will be docked a letter grade per day until turned in. See me ahead of time if you think you are going to have difficulty meeting a deadline. Don't fall behind.

GUIDELINES

Paper Guidelines: These guidelines apply for **EVERY WRITTEN ASSIGNMENT**.

- Always use 12-point Times New Roman font and double space
- Top and bottom margins should be 1"
- Left and right margins should be 1.25"
- Always use page numbers
- Always staple your papers
- You may print on the front and back of the page
- For citation style to document your sources, refer to the American Sociological Association (ASA) style guide posted to Learn@UW

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, part-time paid work and campus/community activism. This added stress can affect your well-being, emotions, and school performance. Therefore, **time management** early in the semester is part of the key to success in college. Avoid cutting corners and especially, avoid any type of behavior (such as copying and pasting material from the Internet without proper citation) that can be interpreted as plagiarism and academic misconduct, as defined below:

The University has a strict policy about plagiarism and cheating. The Department of Sociology is licensed to use anti-plagiarism software that allows student work to be compared to a database of previously submitted work, on-line sources, and published academic materials. A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may be found at the Dean of Students website: <http://www.wisc.edu/students/conduct/uws.14.hm>.

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 material or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic performance; (f) assists other students in any of these acts."

Students are expected to be aware of these guidelines and the related consequences. If I suspect plagiarism, I will speak with the Professor, the School Dean, and a report written by me will be placed in your academic file detailing the circumstances. Avoid this painful hassle for everyone, manage your time wisely and do not knowingly (or ignorantly) plagiarize.

CLASSROOM ETIQUETTE

When class begins, please turn phones off and put away newspapers, games and puzzles, and other such distractions. Likewise, laptop computers will only be allowed in the case of an accessibility issue (see

below about the McGurney Center). Nearing the end of class, please refrain from shuffling bags, slamming books closed, and all other things associated with packing up until class is over.

TIPS FOR HARMONIOUS EMAIL COMMUNICATION

The Internet and email communication has brought many advances in classroom learning at the University. Having said this, please do not rely on email communication for questions or comments that could be made in class or during my office hours. You should feel free to email me short administrative questions or to set up meeting times. I try to respond to student emails in a timely manner (usually within 24 hours) but please try to avoid sending last-minute messages as I may not be able to respond to them in time. Find a classmate or buddy to double check assignments and deadlines with to make sure you are on the same page.

There are also two section email groups set up. Those email lists are soc220-304-f10@lists.wisc.edu and soc220-305-f10@lists.wisc.edu. I will use these lists to send out reminders, updates, and information about the course so please check your email daily. Please limit your communication to everyone subscribed to the list (including the Professor) only to substantive and logistical matters relating to the course (the practice known as “spamming” your colleagues is a no-no).

In addition, there is a formal and courteous way to craft an email to optimize the attention your reader can give to your letter. See Tips on email etiquette in the DoIT site:
<http://www.doit.wisc.edu/news/story.asp?filename=791> or, do a search in UW for “email etiquette.”

USEFUL RESOURCES

The Writing Center: Excellent writing instructors offer classes and one-on-one meetings to help you with all aspects of the writing process from ways to improve your skills to focused work on a particular class assignment. 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 Mondays-Thursdays from 9:00am-8:30pm and Fridays from 9:00am-3:00pm.

The McBurney Center: It is the intention of the University of Wisconsin and me 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 Pam Oliver as well as myself early in the semester to discuss special arrangements that may be needed to help you succeed in this course. You should contact the McBurney Disability Resource Center (263-2742) for assistance and evaluation.

UW Madison Online Resources

UW Madison Library Main Page

<http://www.library.wisc.edu/>

UW Madison Library and Data Centers

<http://www.library.wisc.edu/libraries/>

UW Madison Writing Center (Includes Link to The Writer’s Handbook)

<http://writing.wisc.edu>

Ethnic Newswatch via Proquest Database (accessed through “Databases” at the UW library page)

Select Sociology Publications and Resources

American Sociological Association Footnotes

<http://www.asanet.org/journals/footnotes.cfm>

American Journal of Sociology

<http://www.journals.uchicago.edu/toc/ajs/current>

American Sociological Review

<http://www2.asanet.org/journals/asr/>

Contexts: Understanding People in Their Social Worlds

<http://contexts.org/>

Ethnic and Racial Studies

<http://www.tandf.co.uk/journals/routledge/01419870.html>

International Migration Review

<http://www.wiley.com/bw/journal.asp?ref=0197-9183>

Social Forces International Journal of Research

<http://socialforces.unc.edu>

Sociological Images

<http://contexts.org/socimages>

PBS: Race the Power of an Illusion

http://www.pbs.org/race/000_General/000_00-Home.htm

University of Wisconsin System Institute on Race and Ethnicity

<http://www4.uwm.edu/ire/index.html>

DISCUSSION SECTION SCHEDULE

Week (dates)	WEDNESDAY Assignment Deadlines & Writing Topics	FRIDAY Discussion Topic & Book Chats
1 (Sept 8 & 10)	Orientation to Sections Writing Background Who are you?	Due: Self-Introduction Paper (Sept 9, in lecture) Book Comment: 1/3 Cornell Section Folders and Cover Sheet Assignment: Individual Annotated Bibliography Project 1 (due 9/22) Assignment: Oral Debates Groups Created and dates assigned (not due until week 5 but tied to above assignment) Sociological tools Part I
2 (Sept 15 & 17)	How to analyze and make an annotated bibliography for	How to analyze and make an annotated bibliography for sociology

	sociology Native Americans	Book Comment: 2/3 Cornell
3 (Sept 22 & 24)	Due: Individual Annotated Bibliography How to frame group oral debates by topic How to give oral presentation feedback to presenters <i>In class time for groupwork on assembling the group oral debate</i>	Book Comment: 3/3 Cornell Book chat: Cornell
4 (Sept 29 & Oct 1)	In-class colloquy	In-class colloquy Book Comment: Morris 1/3
5 (Oct 6 & Oct 8)	How to write Project 1 paper	African Americans
6 (Oct 13 & Oct 15)	Due: Project 1 Individual Paper Assign: Project 2	Book chat: Morris Book Comment: 3/3 Morris
7 (Oct 20 & Oct 22)	Due: Project 2 Topic Proposal and List of 6 opinionated sources (required)	Chican@as/Latin@as Book Comment: 1/3 Muñoz
8 (Oct 27 & 29)		Chican@as/Latin@as Book Comment: 2/3 Muñoz
9 (Nov 3 & 5)	Due: Outline and Annotated Bibliography How to write an effective peer review Assign peer review groups	Book chat: Muñoz Book Comment: Muñoz 3/3
10 (Nov 10 & 12)	Asian Americans Writing Workshops	Book Comment: Takaki 1/3 Asian Americans
11 (Nov 17 & 19)	Asian Americans Writing Workshops	Book Comment: Takaki 2/3 Asian Americans
12 (Nov 24 & 26)	Due: Graded First Draft – bring three hardcopies Assignment: Begin writing peer reviews	THANKSGIVING

	How to revise a research paper	
13 (Dec 1 & 3)	Due: Peer reviews Book chat: Takaki Book Comment: Takaki 3/3	15 minute required mini-conferences (no section)
14 (Dec 8 & 10)	15 minute required mini-conferences (no section)	Catch up, TBD
15 (Dec 15 & 17)	Catch up, TBD	Due: Structural Revisions on Final Paper (Dec 17)

**Note, this syllabus and schedule are subject to change, if changes occur you will be notified in section and over email.