

Advanced Sociological and Anthropological Writing

Fall 2014 T/Th 10:10-11:55 Weitz 231	Pamela Feldman-Savelsberg Leighton 233, x4113 Office Hours: T/Th 1:30-3:30, and by appointment
--	---



Description

Did you ever... Feel simultaneously excited and nervous about launching into comps, what may well be your first major independently produced research and writing project? ...Sharpen 20 pencils at once, invest heavily in color-coded note cards, or engage in other “secular rituals” to magically control the risks of writing? ...Wonder what formatting rules are good for, and worry that they get in the way of your creativity? ...Feel mystified about how anthropologists and sociologists—as authors—make it into print? ...Struggle to explain how sociology and anthropology differ and how they interact?

Advanced Sociological and Anthropological Writing builds upon experience you already have with writing in the major, to prepare you for the writing and presentation components of your senior comprehensive exercise and for lives of effective written communication beyond Carleton. This course explores different genres of writing and different audiences for writing in the social sciences. By focusing particular attention on scholarly articles published in professional journals in sociology and anthropology, and how they are produced, reviewed, revised, and revised again, the course provides you a measure of professional socialization. And, by exploring the commonalities and differences in academic writing in our two sister disciplines, the course should move us toward clarity regarding the boundaries between sociology and anthropology.

We often wonder about the relationship between the research process and the writing process, and between thinking (like a sociologist or like an anthropologist) and writing. Good sociological/anthropological thinking contributes to lucid and even enjoyable writing, as well as to careful, systematic, and “disciplined” writing. By disciplined writing, I refer not to buckling down at one’s desk and staying on task, but rather to writing in an idiom appropriate to the disciplines of sociology and anthropology.

In this advanced writing course, we use the concept of “thinking across the page” to break the writing process into “pages” that are in some way “thinkable.” With the help of peer-response and instructor feedback you will work—collaboratively—on your own academic writing process, developing your voice as a sociologist-anthropologist.



Goals

My **goals for this course** are to have you approach the research for your comprehensive projects without fear, to produce innovative and thoughtful writing, to learn the discipline and joys of revision, and to foster a scholarly community within the classroom and among a cohort of majors. I also hope this course will liberate you and your comps advisor to concentrate on topical and conceptual matters. In the language of our **departmental student learning objectives**, writing, critiquing, and revising the component elements of a journal-type article based upon your own research addresses our second, third, and fourth departmental student learning outcomes: “formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena; select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena; apply sociological and anthropological theory to analyze socio-cultural phenomena.” Comparing journal articles within and across the disciplines of sociology and anthropology addresses our fifth SLO: “Describe how sociology and anthropology interact with one another, interact with other liberal arts disciplines, and contribute to various interdisciplinary conversations.”





Requirements

I aim for this syllabus to be responsive to your needs as mature SOAN seniors deeply involved in every aspect of your comps theses. Thus, *some* aspects of this course will be flexible. But until I say so, requirements are requirements!



Writing

Imagine that you are enrolled in a fitness class—at least 30 minutes of moderate to strenuous activity at least five days per week. Regardless of assignment due dates, I'd like you to *write*—related to your comps—at least 30 minutes a day, at least five days per week. Not all of this will be for others' consumption, and not all of it will make it into your comps, but it will make you more fit as a writer. You'll get your ideas on paper, and be more comfortable revising. (Working on comps is learning to *love* revisions!) Past experience shows that students who do this feel a positive difference. Just like in fitness challenges or in H.S. band/orchestra classes, you will log your fitness writing on a practice card.

On the first day of class, you will receive a workbook of writing prompts compiled from anthropologist Kirin Narayan's *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. I may occasionally suggest or even assign that you respond to specific prompts, but the main purpose of the workbook is to provide you with inspiration for your fitness writing. It's up to you to develop enough self-awareness to know what will be most useful to you at different points in your writing process.

We will have a number of in-class writing exercises. The majority of your writing, however, will be out of class. It includes writing on your own comps thesis, writing "focus notes" as a cover page to work that you hand in to your classmates for peer review, and writing peer reviews of your classmates' work. When you hand in work to me, you will include a cover page with your "focus notes" as well as a one-paragraph summary of the most helpful comments you received from your peers. If relevant, you can include an additional paragraph about unhelpful portions of peer reviews.

At midterm and at the end of the term, you will hand in a portfolio of *all* your written work, neatly divided into sections.

Hint: develop a fail-safe method to **back up all files of your writing every day!** Remember: if you write the most brilliant piece and then lose it to a hard drive crash, no one will ever read it. All writing work is to be turned in via e-mail or on Moodle.

Summary:

- daily fitness writing
- in-class writing
- "focus notes" cover page for peer reviewers
- "focus notes" and response to peer reviews for instructor
- peer reviews of your writing buddie's/writing group's work
- all assignments on the comps schedule (proposal, first draft)



Peer Reviews

Responding to your peer's scholarship, in written form, is a central part of being a professional sociologist or anthropologist. It also teaches you what to aim for in your own scholarly writing, and builds community. In the language of scholarly publishing, the usually anonymous people who respond to your work are termed "peer reviewers." This is the role that you will take with your writing buddies.

In preparing your own work for peer review, include a "focus notes" cover page, describing one or two aspects you would like your peer reviewers to concentrate on while reading your draft. Describe how you've incorporated their previous comments, or—if you have continued to write new material rather than revising—tell your reviewers at what page they should start reading. **For peer review sessions held on Tuesdays, your written work and focus notes cover page is due by 5:00 pm on the previous Friday; for peer review sessions held on Thursdays, your written work and focus notes cover page is due by 5:00 pm on Monday.** "Due" means you should send your work as an attachment to all of your writing buddies and to me at or before that time. Please label your files with your name and a descriptor. Because of the need for collaboration in peer reviews, I won't grant extensions of due dates for written work except in case of dire emergency—which don't include computer/printer failures.

In responding to your peer's writing, follow your Peer Review Guidelines handout for both written and oral reviews. Make margin comments *and* write up a short summary review. Bring these to class, in duplicate (for the author and for me).



Writing Buddies

To facilitate the peer-review process, the class is divided into five groups of writing buddies:

Group A: Chrissie Deutsch, Emily Rifkin, Nick Rohm

Group B: Victoria Dan and Joe Soonthornsawad

Group C: Mary Buswell and Iman Jafri

Group D: Travis Fried and Katie Shaffer

Group E: Thaddaeus Gregory and Emily Scotto

Each member of a writing group will read and review drafts of their buddies' (or buddies') writing, and will receive written and oral responses from the same writing partner(s).

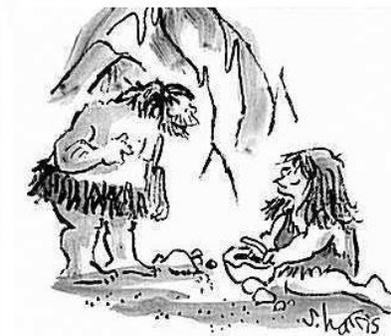


Reading

Compared to other senior seminars, this class will have relatively little assigned reading. What *is* assigned is important for class discussion. I expect you to read the assigned readings before the day they are due, to read them carefully, and to come prepared to discuss them in class. Some reading assignments, *marked in italics*, ask you to skim, meaning to read selectively those parts that appear most relevant to your own project and/or writing concerns. If marked in *purple italics*, the reading is optional. In addition to assigned readings, I have made a miniature library of research, writing, and publication guides available to you in open reserves of Gould Library and in the SOAN lounge bookshelf. A list is appended to this syllabus. I expect you to use these resources as appropriate for your particular writing needs and for your particular projects. For example, if you look at Part Two of *A Guide to Writing Sociology Papers*, you'll see that each chapter describes a different type of paper utilizing different types of data sources. Style guides will be your friends—valuable reference works that you will use to revise, revise, and revise again. You will need them, even though I do not assign chapters on independent clauses or when to use semi-colons!

Article-length readings are available via e-reserves (password soan)—including some but not all of the optional, merely recommended readings. Required and select optional books are available at the Carleton Bookstore. The required book is:

**Howard S. Becker (2007) *Writing for Social Scientists* (2nd edition).
University of Chicago Press.**



"GOT IDEA. TALK BETTER. COMBINE WORDS. MAKE SENTENCES."

Attendance and Participation

Attendance and *presence* matter! In this seminar, you'll learn much from each other as well as from me. This is not a class in which you should allow yourself to be shy. I'll do what I can to encourage you to participate, but ultimately it is your responsibility to be an active member of the discussion. If you choose never to participate in class discussion, your final grade will be lower than what it would have been had you been an active participant.

Please plan to come to every class unless you're really sick or have a crisis. **If you miss class for some other reason, your final grade will be lowered (one "plus" or "minus" for each unexcused absence).** If you have to miss, please let me know why *before* class; only then can your absence count as "excused."



Grades

Because I want you to focus on your writing, not get stressed about grades, and give you the freedom to learn from making mistakes, I won't assign letter grades or a pre-determined number of points for the written work I turn back to you; instead you will receive \surd , $\surd+$, or $\surd-$. I will, though, keep tabs both on the writing you do toward your comps thesis and the reviewing you do of your peers' writing, as well as attendance and participation. In assigning your final class grade, I will take into account all relevant factors, including roughly in descending order:

- the quality of your written work
 - steps in the comps writing process
 - assignments in and for class
 - all compiled in a portfolio (i.e. save everything, even scribbled-on napkins)
- the level of improvement in your writing over the course of the term, especially your reasoned attentiveness to suggestions in your revisions;
- the quality and effort you display in your peer reviews;
- the level and quality of your participation in class discussion;
- your attendance record.

At mid-term you will sign up for an extensive conversation, during which time I'll share my perspective about your work to this point and invite you to do the same. Bring your portfolio of work along to this meeting for us to review together. You will hand in a portfolio of all your written work from the class—from fitness writing and focus notes to peer reviews you've written, and of course segments of your comps.

Citations

In your written work for this class, anything you quote must be cited with author's name, date of publication, and page number. Significant ideas you refer to should be cited with author's name and date of publication, in some instances with page numbers. Choose one of the citation styles of the two major sociological and anthropological associations, and use it consistently throughout the term (and in your comps thesis):

American Sociological Association: <http://www.asanet.org/Quick%20Style%20Guide.pdf>

American Anthropological Association: http://www.aaanet.org/publications/style_guide.pdf





Helpful Information



Office Hours

Please see me during my office hours at least once during the first two weeks of the term. After that, please make use of my scheduled office hours. I'm there for you! If you can't come during my normal office hours, please e-mail me about scheduling another time.



Ask a Librarian

Ask a librarian—especially our social science superhero specialist librarian **Kristin Partlo**—for help with your research in this class. You can drop by the library's Research/IT desk to ask any question you have, at any point in your process. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the library's website: <http://go.carleton.edu/library>.

Carleton Comps Workshops—“Organizing Your Research: Comps Edition”

I greatly encourage you to participate in comps workshops hosted by the library, on mid-term break, Monday, October 20th. The event will be located in the East Wing of 4th Libe. This will be an entire day of workshops entitled “Organizing Your Research: Comps Edition.” A handful of reference librarians will offer drop-in workshops over the course of the day, so most students should be able to find a time that will work for them. The librarians will cover topics such as bibliographic software, tools for taking and organizing notes, and methods and tips for organizing readings. They will advertise the exact dates and topics closer to mid-term break, so keep your eyes open!



Special Needs

If you have any challenge that you think may pose obstacles to your successful completion of the course, please discuss this with me at the beginning of the term so that we may accommodate your situation. In addition, students seeking accommodations should

contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process. Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students.

The Writing Center

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here: <https://apps.carleton.edu/campus/asc/writingcenter/>. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system: <https://writingcenter.carleton.edu/>. Walk-ins are welcome in 420 4th Libe, though writers with appointments have priority.

Writing Assistance for Students Whose First Language Is Not English

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Second-Language Writing Coordinator](#), call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Public Speaking (Thinking ahead to Comps Presentations/Poster Talks)

The Speakeasy is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Groups and individuals are welcome at our location in the Libe (room 314). A Speakeasy coach, Chad Stevenson or Diana Fraser, can also meet you at other mutually convenient times. Just email them at stevensonc@carleton.edu or fraserd@carleton.edu. For days and times when the Speakeasy is open, visit go.carleton.edu/speakeasy.

Time Management (can be an issue with a long-term project like comps)

Chavonna Savage (csavage@carleton.edu), a Hall Director who also works in the Academic Support Center, can work with you to improve your time management and academic skills. Her goals are to heighten your awareness of your personal strengths and skills, and to offer different ways you can approach your academic work so you're more efficient and effective. Chavonna meets students during her regular drop-in office hours, which are listed on the [Academic Skills Coaching website](#). You can also email her to set up a meeting outside her office hours.

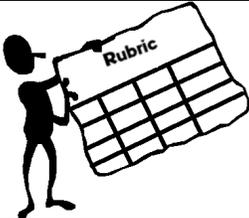




Schedule

WEEK	DATE	READING	ACTIVITY	WRITING ASSIGNMENT DUE
		Read things in this font, <i>and skim in this font!</i> <i>Purple italics = recommended only!</i>		
I	9/16	 <ul style="list-style-type: none"> Narayan, pp. 7-12 	1a Why Write? 1b Social Science Writing and Getting Started	Write 5 minutes on the prompt on page 8 in the Narayan excerpt, and bring your writing to class
	9/18	<ul style="list-style-type: none"> Becker, Ch 1 Read the comps proposal you wrote in methods (or your first rough draft if you changed your topic) <i>GWSP, Ch 1</i> 	2 Proposals: What good are they?	If you have changed your comps topic, write a rough draft of your new proposal and bring it to class.
II	9/23	<ul style="list-style-type: none"> PFS Proposal to Wenner Gren Foundation Review SOAN guidelines on comps proposals: <ul style="list-style-type: none"> http://apps.carleton.edu/curricular/soan/major/comps/comps_proposal/ 	3 Proposal Assignment I: Fieldwork Surprises Case Problem 	Take notes on: structure of the proposal; assumptions about what I would find in the field; bring to class.
	9/25		NO CLASS MEETING Individual conferences possible	
III	9/30	<ul style="list-style-type: none"> Becker Ch 2, 3 <i>Booth, Ch 3, 4</i> 	4 Proposal Assignment II: From topic to question, from proposal to draft	M 9/29 Turn in your final proposal draft for peer editing
	10/2	<ul style="list-style-type: none"> Becker, Ch 4, Editing by Ear <i>Booth, Ch 14</i> 	5 Peer Editing	

	Friday 10/3			Thesis proposal/ annotated bibliography due to your comps adviser, 4:00 pm
IV	10/7	<ul style="list-style-type: none"> • <i>GWSP Ch 2, 3</i> • <i>Ackerman (Ch. 14 in Graff and Birkenstein, on parts of an article)</i> 	6 Waiting for comments/ making continual progress Proposal celebration and post-mortem	
	10/9	<ul style="list-style-type: none"> • Becker, Ch 8 • Narayan, pp. 12-22 • <i>GWSP, Ch 7</i> • <i>Belcher, Ch 5</i> 	7 Literature Reviews Class meets in Library 306 Workshopping with Kristin Partlo 	Write on the two prompts from Narayan, p. 16 (15 minute each)
V	10/14	<ul style="list-style-type: none"> • Read one article each—relevant to your comps—from a scholarly anthropological and a sociological journal 	8 Distinguish sociology and anthropology	Write a sentence each describing the structure, arguments, data, methods, and theories of the two articles you read.
	10/16	<ul style="list-style-type: none"> • Boellstorff 2010, Making Peer Review Work (up to “In This Issue”) • Boellstorff 2008/2010, How to Get an Article Accepted, Parts 1&2 	9 Our model: the scholarly journal article Guest: Joachim Savelsberg, Professor of Sociology and Law, Archam and Charlotte Ohanessian Chair, University of Minnesota and co-editor of <i>Law and Society Review</i> ; and Liz Raleigh, SOAN Dept	 
VI	10/21	<ul style="list-style-type: none"> • <i>Bean, Ch 14 (on rubrics)</i> 	10 Rubrics, Guidelines, and Checklists	M 10/20 Turn in your literature review for peer editing T 10/21 Develop a rubric for the evaluation of a good

				comps thesis, based on the research article model, and bring to class. We'll also do in-class writing/buddying.
	10/23	<ul style="list-style-type: none"> Re-read your proposal 	<p>11a A trans-discipline experiment</p> <p>11b Peer review of literature reviews</p>	<p>Bring your peer reviews to class.</p> 
VII	10/28	<ul style="list-style-type: none"> Becker, Ch 6 (esp. pp. 117-120; <i>you may skim the rest of the chapter as you wish</i>) 	<p>12 Writing Matters and Writer's Cramp</p> 	<p>M 10/27 Turn in analysis section draft <i>or</i> revised literature review <i>and</i> annotated outline of works to be read, and why, for peer review.</p> <p>We'll include some in-class writing/buddying on Tuesday 10/28.</p>
	10/30	<ul style="list-style-type: none"> <i>Hirsch et. al, Appendix</i> 	<p>13 Peer review of analysis sections and/or revised literature review sections.</p>	
VIII	11/4	<ul style="list-style-type: none"> http://apps.carleton.edu/campus/doc/integrity/ Read the style guide that you intend to use for your comps: <ul style="list-style-type: none"> http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf http://www.aaanet.org/publications/style_guide.pdf <i>GWSP, Ch 4</i> 	<p>14 Research Ethics and Writing Ethics: IRBs, academic honesty, plagiarism, and citations</p> 	<p>M 11/3 Turn in first draft including outline of remaining research, analysis, and writing steps, for peer review.</p> <p>We can workshop citation and ethical issues that you are facing in class, and do in-class writing if there is time.</p>

	11/6	<ul style="list-style-type: none"> Read the SOAN comps guidelines about first drafts, and the thesis: http://apps.carleton.edu/curricular/soan/major/comps/comps_calendar/ http://apps.carleton.edu/curricular/soan/major/comps/comps_thesis/ 	15 Peer editing of first drafts	
	Friday 11/7			First draft of thesis due to your comps adviser, 4:00 pm
IX	11/11	<p>For the rest of the term we can do some in-class writing and/or workshopping of specific issues you'd like to deal with.</p> <p><i>Ideas:</i></p> <ul style="list-style-type: none"> Varieties of organizing results and analysis "sections" How to use winter break Writing abstracts Writing conclusions Oral Presentations 	<p>16 First draft celebration and post-mortem</p> <p>What are you pleased about, displeased about, worried about, looking forward to?</p> <p>How to best change to a new advisor?</p>	
	11/13	Becker, Ch. 7, 10 <i>Booth et al., skim Parts III and IV for what's useful; look at the definition of a warrant on p. 152.</i>	17 Moving along and looking ahead	<p>Start putting together your final portfolio.</p> <p>Write me a one-page letter evaluating your work this term.</p>
X	11/18		18 Individual Conferences &/or writing support circle	<p>Feedback to me on this course.</p> <p>Hand in your final portfolio.</p>





Outline of Course Topics and Activities

Part One: Why Write?

1a Why Write?

- Why do you write?
- What experiences do you have with different kinds of college-level writing? Have they been more knowledge reporting or knowledge creating?
- How do you write when you get an assignment? Procedures and rituals? Checklist vs. synthetic and rich writing?
- What is your model for what a comps thesis should look like?
- How have these different writing experiences prepared you for comps?

1b Social Science Writing and Getting Started

- What is social science writing?
- What writing assignments have you done? Make a typology? How much within each type? How comfortable do you feel with each type of writing? What do you discern as strengths and weaknesses after this retrospective look at your Carleton and SOAN writing experience?
- How is writing a thesis different?
- Risk and facing our fears

Part Two: Proposals: What good are they for research?

2 Proposals: What good are they for research? What good are they for writing your thesis?

- Thinking through
- Preparing for the field
- As a reference document while doing research and analyzing results (compare my experiences to Annette's dissertation experiences)
- What about the unexpected? How do you turn "when things go wrong" into "making something out of the unexpected"? (mapping dead ends and pathways out of it)

3 Proposal Assignment I:

- Using my Wenner-Gren Proposal and the challenges I faced in doing research as a case study. Read the proposal. Pick apart the methods section. Then give students the story of my first steps and encounters with the HTA as a case method—how would they solve the problem?

4 Proposal Assignment II:

- Good introductions; topic statements, articulating the research question
- Persona, authority, and the myth of One Right Way
- Which parts of the proposal can be turned into *drafts* of sections of your thesis? What do you have to change to incorporate these parts into your thesis? (Grammar/tense; actually do the research; revise, cut and expand different areas of lit review—for ex—to fit with how your research focus develops)
- How do you not get *stuck* at this early point in your thinking (make sure you revise and revise and revise again to reflect your research and analysis)?

5 Peer Review—how do we do it?

- Responding to conceptual issues—what are the primary and secondary messages?
- Editing for repetition and organization (but don't let editing make you think you should be “stuck” with this version; your thesis is a living, growing, changing creature!)
- Editing for surface error (important for later stages; for earlier stages, only if it gets in the way of *meaning*, of communicating your message)
- Using checklists: look at them once at the beginning, then don't look at them during your writing process; look at them again once you are done, to help you *revise*.

6 Making continual progress: What to do while you are waiting for comments

- And, what goes into the “first draft”?

Part Three: The Scholarly Journal Article in So/An

7 Literature Reviews

- Thinking in Venn Diagrams
- Make a proto-topic; review the literature; refine the question
- Lit reviews in the thesis place your topic as part of a wider conversation; should not be hermetically sealed, but rather integrated into the whole comps, referred to in other sections.

8 Distinguish sociology and anthropology by examining our models for the thesis (scholarly journal articles).

- Soc-anthro family tree (from AT&T and ST&T)
- Comparing two journal articles on the same topic (Do this for your own research topic): What are the parts of a journal article? Are they divided up in different ways in soc vs in anthro? Variation within disciplines?
- What about tone, form of presentation? Types and use of data? Methods? Theories? How explicit are the theories, and where in the articles are they made explicit?

9 What is our model? The scholarly journal article in sociology and/or anthropology. Includes and integrates theory and empirical data.

- Review your notes from 7a: what are the parts of a journal article? What are the different ways of dividing it up?
- What advice do journal editors give to authors seeking to submit manuscripts? How do journal editors evaluate manuscripts?

10 Rubrics, Guidelines, and Checklists

- On the basis of what you know about what makes for a good journal article, construct a rubric for evaluating a comps thesis. Bring it to class, and post it on Moodle. Class discusses various rubrics, creates a master rubric. [Compare to SOAN criteria and assessment tools.]
- What are the pros and cons of rubrics, guidelines and checklists?
- We'll also do peer-reviewing of literature reviews

Part Four: Sociology vs. Anthropology: What is the difference, and how do the two interrelate?

(see also topic #8)

11a A trans-discipline experiment

- In-class assignment: Brainstorm with one another, in pairs, if you consider your project to fall more into anthro, more into soc, or at the intersection of the two sister disciplines.
 - What methodological considerations make it so?
 - Which theoretical frameworks are you using, and why?
- Then, how might you transform your project into either a soc or an anth question?
 - How might you reframe the research question?
 - What assumptions would be different?
 - Whose work would you reference and build upon?
 - What differing methods and theories would you apply?

11b Peer reviewing of literature review sections (during the second half of class)

- Take into account what you have learned about literature reviews from our readings and session with the librarian, and what you have learned about good soc/anth scholarly articles from our session with the journal editor

Part Five: Writing (and not Writing) like a Professional

12 Writing Matters and Writer's Cramp

- Daily writing
- Writing out of order (and choosing which order to write in)
- The why's of page limits

13 Peer review of analysis and/or revised literature review sections

14 Research Ethics and Writing Ethics: IRBs, academic honesty, plagiarism, and citations

- Writing about methods (revision from proposal is not just about correctness, but about re-seeing)

15 Peer editing of first drafts

16 First draft celebration and post-mortem

- What are you pleased about, displeased about, worried about, looking forward to?
- How to best change to a new advisor?
- Varieties of organizing results and analysis "sections"
- How to use winter break
- Writing abstracts
- Writing conclusions
- Oral Presentations

17 Moving along and looking ahead

- Making progress while still collecting and analyzing data
- Start putting together your final portfolio.
- Write me a one-page letter evaluating your work this term.

18 Individual Conferences &/or Writing Support Circle

- Feedback to me on this course.
- Hand in your final portfolio.





A Library of Readings

Key:

Required reading (in the bookstore)

Readings that are either part of the open reserve library of reference works, and/or available in our SOAN lounge library.

N.B. This bibliography is NEITHER in AAA nor ASA style!

Specifically on Social Science Writing

Paul Atkinson, Sara Delamont, and William Housley (2008) *Contours of Culture: Complex Ethnography and the Ethnography of Complexity*. Lanham, MD: AltaMira Press.

Howard S. Becker (2007) Writing for Social Scientists (2nd edition). University of Chicago Press.

Howard S. Becker (2007) *Telling About Society*. University of Chicago Press.

Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw (2011) *Writing Ethnographic Fieldnotes, Second Edition* Chicago: University of Chicago Press.

James D. Faubion and George E. Marcus (Eds.) (2009) *Fieldwork Is Not What It Used to Be: Learning Anthropology's Method in a Time of Transition*. Ithaca: Cornell University Press.

H.L. Goodall (2008) *Writing Qualitative Inquiry: Self, Stories, and Academic Life*. Walnut Creek, CA: Left Coast Press.

Luke Eric Lassiter (2005) *The Chicago Guide to Collaborative Ethnography*. Chicago: University of Chicago Press.

Jane E. Miller (2004) *The Chicago Guide to Writing about Numbers*. University of Chicago Press. (A [study guide](#) of exercises is available online.)

Kirin Narayan (2012) *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

Sociology Writing Group (2008) *A Guide to Writing Sociology Papers (6th Edition)*. New York: Worth.

John Van Maanen (2011) *Tales of the Field: On Writing Ethnography, Second Edition*. Chicago: University of Chicago Press.

Social Science Works that Experiment with Writing

Ruth Behar (1996) *The Vulnerable Observer: Anthropology That Breaks Your Heart*. Boston: Beacon.

Alma Gottlieb and Philip Graham (1993) *Parallel Worlds: An Anthropologist and a Writer Encounter Africa*. Chicago: University of Chicago Press.

Alma Gottlieb and Philip Graham (2012) *Braided Worlds*. Chicago: University of Chicago Press.

Marjorie Wolf. (1992) *A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University.

More General Research and Writing Guides

Howard S. Becker (1998) *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: University of Chicago Press.

Wendy Laura Belcher (2009) *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks: Sage.

Susan D. Blum (2009) *My Word!: Plagiarism and College Culture*. Ithaca: Cornell University Press. (*an ethnographic study written by an anthropologist who has visited Carleton*)

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. (2008) *The Craft of Research*, Third Edition. Chicago: University of Chicago Press.

Peg Boyle Single Ph.D. (2010) *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, VA: Stylus.

Gerald Graff and Cathy Birkenstein (2007) *They Say I Say: The Moves that Matter in Persuasive Writing*. New York: W.W. Norton.

Beth Luey (2002) *Handbook for Academic Authors* (4th Edition). Cambridge: Cambridge University Press.

Charles Lipson (2005) *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press.

Walter W. Powell (1985) *Getting into Print: The Decision-Making Process in Scholarly Publishing* Chicago: University of Chicago Press. (*a sociological study of scholarly publishing, written by a well-known sociologist*)

Kate L. Turabian (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations*, Seventh Edition: Chicago Style for Students and Researchers. Chicago: University of Chicago Press.

Style Guides

Diane Hacker and Nancy Sommers (2012) *A Pocket Style Manual* (6th Edition). Boston: Bedford/St. Martin's.

William Strunk and E.B. White (2000) *Elements of Style* (4th Edition). Pearson.

