SOAN 396: Advanced Sociological and Anthropological Writing

Professor: Liz Raleigh
Email: lraleigh@carleton.edu
Office: Leighton 228
Phone: (507) 222-7819
Office Hours: Mon: 2:15 - 3:00 pm
Tues: 3:00 – 3:45 pm
Wed: 3:00 – 4:00pm
Occasional Fridays, & by appointment, if necessary

Course Description:
This course explores different genres of writing and different audiences for writing in the social sciences, focusing particular attention on scholarly articles published in professional journals in sociology and anthropology. To that end, students both analyze sociological and anthropological articles regarding commonalities and differences in academic writing in our two sister disciplines. Students work on their own academic writing process (with the help of peer-review and instructor feedback). The writing itself is broken down into component elements on which students practice and revise their work.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✔ Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena

✔ Applying sociological theory to analyze socio-cultural phenomena;

✔ Select appropriate sociological and/or anthropological research methods to analyze socio-cultural phenomena

Deliverables:
There is, by design, not a ton of written work for this course outside of making progress on your comps. The work that is assigned is meant to both deepen and broaden your understanding of what it means to major in sociology and anthropology and to foster your development as a researcher and writer across these disciplines.

- Progress toward your comps ➔ weekly writing checks, proposal draft, and comps draft
- Editing notes ➔ being a diligent peer-reviewer is integral to your success in this class. Students who do not put in the effort in their editing groups will not pass the course!
- Focus notes ➔ these notes will help you reflect on your progress and enable your peer-readers to best leverage their time
- In class presentation ➔ each student will have 10 minutes to present an aspect of their comps and solicit feedback from the large group
- Scholarly community membership ➔ think of yourself as a member of an academic cohort and your job is to be a good citizen of the SOAN senior cohort.
- Participation in self/peer/instructor evaluations
Required Course Materials:
There are no required books for this course. I have assembled a packet of required class readings from the syllabus. In order to save your budget of allotted pages, the SOAN department covered the printing costs of these readings. These articles will be available on Moodle as well.

With that in mind, at several points during the term, there will be other articles that you will need to locate & print out of your own allotted print budget. I recognize the potential financial burden of additional printing. If you are in need of assistance to cover course expenses, please speak with me.

Assignments and Evaluation:
This course is a mandatory S/Cr/Nc. The arc of the course is designed to provide a foundation of thinking and writing within the major, with most assignments corresponding to the comps calendar. You will have assigned work and the expectation is that you’ll do it.

FREE Resources for Students
Public Speaking: I strongly recommend that you make an appointment with the coaches from the Speakeasy to help you plan your presentation and delivery
http://apps.carleton.edu/campus/asc/speakeasy/

Don’t forget about the Writing Center: Again, go early and often to take advantage of these resources. Trust me, after college, you will have to start paying for these things out of pocket so soak up as much as you can now!
http://apps.carleton.edu/campus/asc/writingcenter/

Get to know your professors: For students on meal-plan, Carleton will pay for you to take two professors per term to lunch at the college dining hall. I imagine that this is an under-utilized perk of your tuition dollars. Take advantage of it. Not on meal plan and still want to have lunch? Let me know and SOAN can cover the cost of your swipe.

Academic Integrity:
In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton’s full policy for additional information or see me if you have questions. http://apps.carleton.edu/campus/doc/integrity/

Disability Services for Students:
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Attendance/Class participation/Respectful use of electronic devices:
Just showing up to class is not sufficient. This is an upper level seminar and coming prepared and ready to participate is paramount to the class’s success. There is no such thing as a stupid question!
It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time. I find this to be incredibly rude and distracting behavior.

**Office Hours**
My office hours are scheduled via google calendar. The link to my calendar is listed in my email signature, the SOAN 396 moodle page, and the SOAN website. Feel free to make an appointment to see me during office hours. If my available times do not coincide with your schedule, please email me for an additional appointment.

I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

**Peer Review Groups**
One goal of this course is to help students learn to be better writers by becoming better editors. Your role as a peer reviewer is an integral component of the class and you cannot pass the course if you do not put in the necessary work reading and responding to your colleagues’ papers. Your writing groups will rotate the second half of the term, but for now I have assigned you to the following groups:

1) Dan, Frankie, Camille, & Nick
2) JP, Maya, Makala, & Manny
3) Melanie, Apoorva, & Abby
4) Gladys, Riley, & Anne
5) Pa Yao, Mabel, & Hannah
6) Jamonte, Sarah, & Randa

**The Schedule**

**Week 1:**
Monday September 10
- First day of class – Note shortened class schedule for opening convocation
- Sorting exercise
- It is Rosh Hashanah – students who observe are excused from class

Homework:
1. Bring a paper (not your comps proposal) that you’re especially proud of. Be prepared to discuss your writing process in class.
2. Read Freshman English for Graduate Students
3. Schedule a time to meet with your comps advisor THIS WEEK

Wednesday September 12
- What to expect when you’re writing comps, formulating a template for success
- Meet with peer review groups → in class we’ll generate a list of guiding principles and expectations
Homework:
1. Read Learning about Inequality from Kids
2. Utilizing Youth Advocates and Community Agencies
3. Read the methods sections of 3 comps that are somewhat related to your project (located on the bookshelf in the SOAN lounge)
4. Bring a copy of your comps proposal to class → you’ll hand in a copy to me

Friday September 14: **NOTE: Class follows a M/W schedule**
- Discuss methods – break into respective groups

Homework:
1. Write a draft of your methods section
2. Read Thinking Well from Writing with Style
3. Read Tell the Story (sorry about the layout of the packet)

Week 2:
Monday September 17
- Telling the story
- Writing with numbers

Homework:
1. Read writing with Numbers
2. Prepare questions to meet with Kristin Partlo
3. Locate 3 sources to connect your paper to quantitative data

Wednesday September 19
- Meet with Kristin Partlo (library 306)
- **Observing Yom Kippur and missing class?** Please let me know ahead of time and we can schedule an alternate time to catch you up.

Homework:
1. Revise the introduction of your comps proposal to include connections to the quantitative literature

Friday September 21
- Field Trip to hear Laura Briggs speak at UMN

Homework:
1. Read Terrorized by the Literature
2. Two short chapters from “They Say, I Say”

Week 3:
Monday September 24
- Literature Reviews
- Visualizing your comps

________________________________________________________________________  ____________________________________________________________________
Homework:
1. Work on writing literature review
2. Email your comps proposal draft to your writing group by ____________ on Tuesday (To be determined in class).

Wednesday September 26
• Meet with peer groups in class
• PLEASE respect your peers’ time and come prepared to give feedback

Homework:
1. Work on comps writing

Friday September 28
• NO CLASS ➔ comps proposal due to your advisor by 4pm (see SOAN website for details)

Homework:
1. Take stock of your comps. What is something you could work on to push the project forward? Be prepared to report back on Monday on your progress.
2. Locate and read an article covering a similar dimension of your comps in BOTH a sociology and anthropology journal. Be prepared to report back on Monday.

Week 4:
Monday October 1
• Integrating Anthropology and Sociology

Homework:
1. Read articles Walking in Zora’s Shoes & Write-ous Indignation
2. Reorienting Participation, Distance & Positionality
3. Make an appointment with your comps advisor for later this week or early next week to get feedback from draft

Wednesday October 3
• Discuss identity and intersectionality as related to comps
• Positionality

Homework:
1. Write a statement of positionality (note: this will be longer than what ends up in your final comps)
2. Locate, print, and read a review article from the Annual Review of Anthropology and Annual Review of Sociology related to your comps

Friday October 5
• Continue to discuss topics from week
• Self/peer/instructor evals
Homework:
1. What do you need to do to push your project forward? Data collection? Transcription? Analysis? Take a break from lit reviews and reading (especially while your advisor has the draft) and push other dimensions forward.
2. By Saturday 5pm, fill out the google form updating me on your progress

Week 5
Monday October 8
• Writing about your research
• New writing groups

Homework:
1. Read Analyze this and Evidence

Wednesday October 10
• To be determined

Homework:
1. Read Rachel Gallagher’s comps and prepare questions for her
2. Have you met with your comps advisor yet?

Friday October 12
• Rachel Gallagher in class

Homework:
1. It is the end of week 5 → these weeks are very important. Working steadily will save you time and stress later on.

Week 6
Monday October 15
• No class, fall break

Homework:
1. By __________ on Tuesday, email your latest draft and focus notes

Wednesday October 17
• Meet with your writing groups during class time

Homework:
1. Prepare questions to meet with Kristin Partlo
2. Do you need to meet with your advisor? Make sure to schedule a meeting.
Friday October 19
• Meet with Kristin Partlo in Library 306

Homework:
1. It is the end of week 6 → Your first draft of your comps is due two weeks from today. Working steadily will save you time and stress later on.

Week 7
Monday October 22
• Discuss writing process, activity

__________________________________________________________________________

Homework:
2. By ___________ on Tuesday, email your latest draft and focus notes

Wednesday October 24
• Meet with your writing groups during class time

Homework:

Friday October 26
• Shortened class time for special convo
• Visualizing your comps activity

Homework:
1. It is the end of week 7 → Your first draft of your comps is due a week from today. Working steadily will save you time and stress later on.
2. Read Getting it out the door
3. Do you need another meeting with your comps advisor? Schedule it for next week.

Week 8
Monday October 29
• TBD

__________________________________________________________________________

Homework:
1. By ___________ on Tuesday, email your latest draft and focus notes to your writing groups

Wednesday October 31
• Happy Halloween. Meet with your writing groups during class time

Homework:

Friday November 2
• No class
• 4pm deadline – email your latest draft to your comps advisor

Homework:
  1. Decompress, most likely turn your attention to your other classes

**Week 9**
Monday November 5
• Meet with Career Center liaison

Homework:
  1. Find two opportunities that look interesting post-Carleton and write cover letters for them. Bring your resume and cover letters to class on Friday

Wednesday November 7
• Discuss posters

Friday November 9
• Resumes and cover letters

**Week 10**
Monday November 12
• Winter break planning

Homework:
  1. You should have received feedback from your comps advisor by this point. If not, please make sure to follow up with your advisor before the end of the term.

Wednesday November 14
• Last day of classes