

# SOCIOLOGY 210

## SURVEY OF SOCIOLOGY

### Spring 2014 Section Syllabus<sup>1</sup> | Sections 307 and 308

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**Teaching Assistant:** Emanuel Ubert  
**Office:** 7102 Sewell Social Science  
**Office Hours:** Tue 12:30 pm – 1:30 pm  
Thur 12:30 pm – 1:30 pm  
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**Professor:** Joe Conti  
**Office:** 8142 Sewell Social Science

#### **Section 307:**

Tuesday & Thursday 8:50 – 9:40am 6117 Sewell Social Science

#### **Section 308:**

Tuesday & Thursday 9:55 – 10:45am 6105 Sewell Social Science

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### **Purpose of Section**

Sociology 210 will introduce you to what it means to employ a “sociological imagination” as a tool to think about the world around you. The class is a 4-credit course that fulfills the University’s Comm-B requirement. By the end of the semester, you are expected to develop advanced skills in **A)** critical reading, logical thinking, and the use of evidence; **B)** the use of appropriate conventions in writing and speaking in a social scientific academic style; and **C)** the productive use of core library resources specific to Sociology.

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### **Format**

Discussion sections meet once a week for topical, student-led discussions (usually **Tuesdays**). Writing workshops will usually meet on **Thursdays**<sup>2</sup>. Please check the section syllabus on a regular schedule to stay on top of the weekly schedule. Attendance is required.

**Student-led Topical Discussions:** Everyone is required to participate in once-a-week topical discussions about the readings, lecture material and contemporary events of sociological interest. These discussions will be introduced by a five-minute student presentation on the readings. Students then interrogate the material. Come to section with at least one substantive question on the readings and be prepared to discuss all the material.

**Workshop:** Every other Thursday or so (see schedule below), we focus on issues relating to writing and your semester paper project. Topics will include how to effectively present, how to formulate a research question, finding and using sources, making a sociological argument, and

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<sup>1</sup> I reserve the right to change the syllabus at any time.

<sup>2</sup> This is subject to change.

using evidence to support your argument. No matter what your level of experience with sociological research and writing, these exercises should be useful.

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## Grading Rules

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| <b>Letter Grade</b> | <b>Percentage</b> | <b>Grade points/credit</b> | <b>Rating</b> |
|---------------------|-------------------|----------------------------|---------------|
| <b>A</b>            | 94 - 100          | 4.00                       | Excellent     |
| <b>AB</b>           | 88 - 93           | 3.50                       | Very good     |
| <b>B</b>            | 83 - 87           | 3.00                       | Good          |
| <b>BC</b>           | 78 - 82           | 2.50                       | Above average |
| <b>C</b>            | 70 - 77           | 2.00                       | Average       |
| <b>D</b>            | 60 - 69           | 1.00                       | Inferior      |
| <b>F</b>            | 59% and below     | 0.00                       | Failure       |

**Grade Updates:** I do not update individual students on their grades throughout the semester via email, but you may come to my office hours to check.

**Re-write Policy:** I do not offer the option of re-writing any assignment, but I do encourage you to come to my office hours and I will gladly look at what you have written. However, please understand that I will not tell you what to write.

**Re-grading (if you think you were unfairly graded):** You must take 24 hours to review the assignment before you request a re-grade. If you still think you were graded unfairly, you must come to my office hours and bring with you a one page paper that offers compelling reasons for why the letter grade was unfairly assigned and addresses the feedback I had given you originally. 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.

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## Coursework and Grading Breakdown

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**Research Paper (25%):** A sociological research paper 8 - 10 pages long is due at the end of the semester. This can be on any topic of your choice, as long as it is sociological and the research is rigorous. In the course of doing this assignment, you will develop skills in conducting research in sociology and making strong arguments. See Schedule for due dates. This assignment comprises the following components:

- **Topic Statement** (due 13<sup>th</sup> February): list 2 – 3 research questions and up to two paragraphs expanding on it to receive feedback and approval by me
- **Annotated Bibliography** (2%; due 25<sup>th</sup> February): a list of at least 5 academic sources you plan on using for your research paper, with a brief summary of what each source is about.
- **Paper Outline** (3%; due 27<sup>th</sup> March): a detailed outline of the structure and content of your first draft.

- **First Draft** (8%; due April 10<sup>th</sup>): a serious and complete attempt at writing the entire research paper. You will receive comments from me and from a peer.
- **Final Version** (12%; due May 11<sup>th</sup>): This should be the finished version of the research paper. Your investigation and argument should be complete at this stage. Your paper must have incorporated the feedback you receive from me and your peer. The improvement from the first draft should be substantial, and not merely cosmetic. An A on the first draft does not ensure an A on the final paper.

**Five Short Writing Assignments (20%):** You will write five short writing assignments. The goals of these assignments are to help you to critically engage with the reading and lecture materials and to work on particular writing skills. Only four will count toward your final grade; I will drop each student's lowest short written assignment grade. Each assignment must be between 2 – 3 pages, not including references and header. See Schedule for due dates. I will provide details on content and grading criteria.

**Oral Presentations (10%):** Each student will give two oral presentations during the semester. *The first summarizes and critically interrogates the readings and introduces section discussions.* This entails summarizing assigned readings, offering your criticisms and opinions about them, and raising several discussion questions to your peers about the issues discussed. I will have a sign-up sheet at the second meeting of your section. *The second 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 5 minutes. We will discuss grading criteria and presentation skills in the first workshop.

**Participation (10%):** Discussion sections are not lectures. You are required to share your thoughts and ideas in discussion. This way, you can help each other think critically and engage the material. I will do my best to let you communicate with each other in ways that emphasize strengths in both oral and written communication. Since Comm-B courses have both a written and oral component to them, participating in section is one way to fulfill the oral component.

**Attendance (5%):** Attending all lectures and sections is mandatory. You are granted three free absences from either the topical or writing sections. With each additional absence your attendance grade will suffer.

**Midterm Exam (15%):** This is an in-class exam you will take in the lecture hall, and it will test your mastery of the course materials.

**Final Exam (15%):** This will be taken on the last lecture day, in the lecture hall. The exam is not cumulative; it will test you on things covered since the midterm exam.

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## Rules for Written Assignments

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**Paper Guidelines:** These guidelines apply for **EVERY WRITTEN ASSIGNMENT**. Points will be deducted for papers that do not conform to this writing style.

- Always double-space

- Always use 12-point Times New Roman font
- 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 American Sociological Association (ASA) citation style. See ASA guide at:

[http://www.asanet.org/cs/root/topnav/sociology\\_depts/quick\\_style\\_guide](http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide)

**Submission:** Please submit all written assignments in electronic form via the UW dropbox system on Learn@UW AND as hardcopy in class.

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## General Rules

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**Late work:** Work that is late will result in a reduction of the grade for every day that it is late. I only accept papers up to three days late. See me ahead of time if you think you are going to have difficulty meeting a deadline.

*\*Exceptions:* A documentable personal tragedy, crisis, and illness, of which I am made aware of in a timely matter (usually before an assignment is due). These exceptions are eligible for a deadline extension on a case-by-case basis.

**Absences/lateness:** Attendance at lecture and section is required. Your participation grade will come from the quality of your contributions to discussion, the frequency of your contributions to discussion, and your attendance. I will give you *two* “freebie” misses that will not count against you. After that, your participation grade will go down for each section you miss. There IS NO DIFFERENCE BETWEEN EXCUSED AND UNEXCUSED ABSENCES for my sections. Your two freebies are regardless of the reason. So whether you just don’t feel like coming or you have the flu (or anything in between) - it makes no difference to me. Also, if you are more than 5 minutes late, I will count you absent for the section.

\*Let me know AT THE BEGINNING OF THE SEMESTER if you will miss section due to a religious holiday or a school-sponsored field trip. Then, we can make alternative arrangements if something is due on a day you will miss during my office hours.

\*\*If you are experiencing a serious illness or have a significant emergency that necessitates you missing more than two sections, you must contact the dean of students.

### What to do if you miss a section:

1. Do not e-mail me OR the whole class/section lists to ask for what you missed.
2. Do not e-mail me about WHY you missed the section, unless you have to miss more than three class sessions due to serious illness or emergency.
3. 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.
4. 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.

**Respect:** During our survey of the discipline of sociology, we will be delving into many controversial issues. This is an exciting opportunity to learn from each other and to broaden our perspectives. In order to achieve a comfortable discussion environment for all, I ask you to abide by the following rules:

- Treat everyone in your section, including me, with respect. Name-calling, excessive interrupting, and domination of discussion are not appropriate. They will also have a negative impact on your discussion grade.
- Disagree without insults, please. I feel very strongly that you should express your opinions, as long as you have evidence (that is more than anecdotal) to back yourself up. Discussions are boring if everyone agrees. Disagreements should never turn personal. Logic and reason should be the building blocks of every point of view.
- No using phones or surfing the web in my class. If you do bring a laptop to take notes, you will need to sit next to me (we will probably be seated in a circle).

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### **Communication (How to contact me)**

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I check my email frequently during the day/night. This is the quickest way to get a response from me, as I am often online. It is very important that the email address that you check most often is the email address that UW knows about. I have email lists for each section based on these addresses. Please check this at “My UW”.

I urge you not to wait until the end of the semester to come and see me with a question or problem. I cannot stress this enough. I will do all I can to help you in the course if you contact me as early in the semester as you can. It is a fact that students who proactively communicate with their professors and instructors do better in a course. If my office hours are not convenient, please email me so that we can schedule another time to meet.

\*I will not respond to questions over email about assignments if you missed a class. See my policy regarding attendance above.

\*\*I will not respond to questions that are answered in the syllabus or detailed clearly on course materials that I hand out. Always check the syllabus and course materials for answers first.

\*\*\*I cannot respond to last-minute emails before something is due or before a midterm/final.

\*\*\*\*For detailed questions and concerns please come to my office hours. Sending e-mails will probably not work and will be an inefficient use of time for both of us.

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## Plagiarism and Academic Misconduct

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The University has a strict policy about plagiarism and cheating. *I will use anti-plagiarism software (turnitin.com) 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>.

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.

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## Useful Resources

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**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](http://www.wisc.edu/writing) for more information.

**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 notify me early in the semester *via email and NOT in class* to discuss special arrangements that may be needed to help you succeed in this course. You should also contact the McBurney Disability Resource Center (263-2742) for assistance.

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## Schedule

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The syllabus is subject to change.

| WEEK   | DAY  | DATE   | FORMAT                          | (PRESENTATION)<br>TOPIC   | DUE                              |
|--------|------|--------|---------------------------------|---|----------------------------------|
| Week 1 | Thur | Jan 23 | Introduction<br>Course overview |   |                                  |
| Week 2 | Tue  | Jan 28 | <b>Workshop</b>                 | Oral Presentations<br>Short Assignments<br>Paper topic & research<br>question | <b>Presentation<br/>schedule</b> |
|        | Thur | Jan 30 | <b>Student Discussion</b>       | Sociological Imagination<br>Origins of sociology                              |                                  |

|                                       |       |        |  |  |  |
|---------------------------------------|-------|--------|--|--|--|
| <b>Week 3</b>                         | Tue   | Feb 4  | <b>Student Discussion</b>                | Sociology of Science                               | <b>Short Writg Assignmt. #1:<br/>Week 1 - 3</b>            |
|                                       | Thur  | Feb 6  | <b>NO SECTION</b>                        |  |  |
| <b>Week 4</b>                         | Tue   | Feb 11 | <b>Student Discussion</b>                | Culture & Society<br>Socialization & Life<br>Cycle |  |
|                                       | Thur  | Feb 13 | <b>Workshop</b>                          | Plagiarism<br>Citation<br>Bibliography<br>Outline  | <b>Research<br/>question &amp;<br/>Topic<br/>Statement</b> |
| <b>Week 5</b>                         | Tue   | Feb 18 | <b>Student Discussion</b>                | Symbolic Interactionism                            | <b>Short Writg Assignmt. #2:<br/>Week 3-5</b>              |
|                                       | Thur  | Feb 20 | <b>LIBRARY SKILLS</b><br>-> Memorial 231 |  |  |
| <b>Week 6</b>                         | Tue   | Feb 25 | <b>Student Discussion</b>                | Deviance<br>Groups & Organizations                 |  |
|                                       | Thur  | Feb 27 | <b>NO SECTION</b>                        |  |  |
| <b>Week 7</b>                         | Tue   | Mar 4  | <b>Student Discussion</b>                | Institutions & Self:<br>Obedience                  |  |
|                                       | Thurs | Mar 6  | <b>MID-TERM EXAM</b>                     |  |  |
| <b>Week 8</b>                         | Tue   | Mar 11 | <b>NO SECTION</b>                        |  |  |
|                                       | Thur  | Mar 13 | <b>Student Discussion</b>                | American Families                                  | <b>Short Writg Assignmt. #3:<br/>Week 5-8</b>              |
| <b>SPRING BREAK – March 18 and 20</b> |       |        |  |  |  |

|                |      |        |   |  |   |
|----------------|------|--------|---|--|---|
| <b>Week 9</b>  | Tue  | Mar 25 | <b>Workshop</b>                               | From topic to draft<br>Paper guidelines<br>Making an argument<br>Transitions<br>TurnitIn |   |
|                | Thur | Mar 27 | <b>Student Discussion</b>                     | Work in America  | <b>Paper<br/>Outline<br/>&amp;<br/>Annotated<br/>Bibliography</b> |
| <b>Week 10</b> | Tue  | Apr 1  | <b>Student Discussion</b>                     | Class inequality   |   |
|                | Thur | Apr 3  | <b>Workshop</b>                               | Giving & taking criticism<br>Rewriting<br>Reverse Outline                                | <b>Short Writg<br/>Assignmt. #4:<br/>Week 8-10</b>                |
| <b>Week 11</b> | Tue  | Apr 8  | <b>Student Discussion</b>                     | Gender inequality  |   |
|                | Thur | Apr 10 | <b>IN CLASS PEER<br/>REVIEW</b>               |  | <b>FIRST<br/>PAPER<br/>DRAFT</b>                                  |
| <b>Week 12</b> | Tue  | Apr 15 | <b>Student Discussion</b>                     | Race & Ethnicity<br>(& Discrimination)   |   |
|                | Thur | Apr 17 | <b>STUDENT<br/>CONFERENCE</b><br>Location tbd | 5-7 min each   |   |
| <b>Week 13</b> | Tue  | Apr 22 | <b>Student Discussion</b>                     | Order in an Unequal<br>Society   |   |
|                | Thur | Apr 24 | <b>Final Paper Presentations</b>              | 10 students (5 min each)   |   |
| <b>Week 14</b> | Tue  | Apr 29 | <b>Final Paper Presentations</b>              | 10 students (5 min each)   |   |
|                | Thur | May 1  | <b>Final Paper Presentations</b>              | 10 students (5 min each)   | <b>Short Writg<br/>Assignmt. #5:<br/>Week 10-14</b>               |

|                                    |     |       |                   |  |  |
|------------------------------------|-----|-------|-------------------|--|--|
| <b>Week 15</b>                     | Tue | May 7 | <b>NO SECTION</b> |  |  |
| <b>FINAL EXAM – May 8</b>          |     |       |                   |  |  |
| <b>FINAL PAPER – May 11, 12:05</b> |     |       |                   |  |  |