

# Sociology R1B

## Social Inequalities

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Sociology R1B fulfills the second half of the Reading and Composition requirement. It has three main goals: 1) to assist you in developing a clear, persuasive, and personal prose style in English; 2) to refine and build upon the close reading techniques you practiced in R1A; and 3) to equip you with the skills necessary for writing a research paper—a standard requirement of many upper-division (100-level) courses. Other goals include: an increased ability to think critically, analyze and comprehend texts, construct arguments supported by evidence and reasoning, write clearly, and enjoy scholarly activity. Additionally, this course encourages students to cultivate a personal writing practice as a tool for analytical thinking and reading critically.

Writing is more than a means to communicate; it provides a special tool to nurture analytical and creative thinking. These capacities facilitate success in scholarship, even in fields that put less emphasis on writing. Designed to significantly improve composition skills, Sociology R1B trains students in the analysis, comprehension, structure, mechanics, and creativity of formal academic writing. We apply these skills in our reading of course material and outside texts. Not all of the readings exemplify excellent writing styles; rather they provide examples of various styles, each with its own strengths and weaknesses.

Our essay assignments progress in difficulty and complexity through the semester, culminating in a longer research paper that incorporates advanced techniques of style, creativity, and organization of complex arguments. This course emphasizes revising in the writing process. Since our readings cover social science, it also introduces concepts useful for reading texts in these fields.

This course uses several forms of social inequality and current events in the United States as objects of analysis. An intersectional approach enables us to analyze how race, class, and gender inflect cultures, institutions, and structures of inequality. We also analyze mechanisms that create, reproduce, and transform relations of domination/subordination and exploitation. Our essays invite students to synthesize complex, abstract theories of inequality and creatively apply them to current events while evaluating both theory and evidence.

### Coursework and Grading

*All assignments must be submitted on paper; no electronic submissions will be accepted.  
A grade of at least “C-” is required to pass this course.*

#### *Grading:*

Attendance and Participation.....	15%
Reading-Response Memos.....	10%
Peer-Review Editing.....	5%

Paper One (first and second draft).....	15%
Paper Two (first and second draft).....	20%
Writing Workshop.....	5%
Paper Three (first and second draft).....	30%

*Participation:* Regular attendance and good participation is essential for doing well. We only meet once a week, so you are only permitted one absence. More than one absence will lower your A&P grade by one letter grade per absence. Tardiness can be disruptive and may also adversely affect your grade. Distracting behavior, such as chatting, surfing the web, and cell phone-use, may lower your grade. Habitual tardiness will also lower your grade.

Students are expected to participate regularly by contributing to our discussions. Please be mindful of group dynamics so that everybody feels comfortable to speak up. Contributing to discussions includes positive attitude and listening as well as speaking up. A grade of “A” will not be possible without contributing thoughtfully to discussions throughout the semester.

Participation credit, including any in-class assignments and quizzes, and missed lectures cannot be made up under any circumstances, even with evidence of legitimate reason for missing class. However, a legitimate absence may be excused if the student’s request includes evidence of the legitimate reason for missing class (this will prevent the grade penalty for attendance only).

*Reading-Response Memos:* There will be five reading-response memos on the substantive reading, which is indicated by an “\*” and comprises weeks 2-8 (substantive reading does not include the texts about writing). Practicing analysis and having good discussions requires careful reading. Memos should be thoughtful, analytical responses, not simply statements of opinion.

A hard copy of each memo must be submitted in whichever class’s “Reading Due” corresponds to the texts analyzed in your memo. You may not submit a memo for past reading or classes. Only one memo per class/text is allowed. No late memos will be accepted. Memos may not be redone or made up under any circumstances (no exceptions!). *Do not hesitate, but plan well so you complete all five reading responses!*

Each student shall write five memos of at least passing quality to receive full credit (check = passing, check-minus = non-passing). Non-passing memos yield zero points. Passing memos are worth 2 points each. For each memo, in a well-written, one-page discussion, answer the following:

- What is the author’s main argument? Explain.
- How does the author provide support and evidence for this argument?
- Articulate a strong counter argument to the author’s main argument and discuss.

Memos must be written in a formal discussion style (no bullet points, lists, etc.).

*Peer-Review Editing:* At the beginning of the semester, the instructor will assign you a peer-review partner. This classmate will be your partner for all of our peer-review assignments. For each peer-review assignment you will exchange a draft of your essay with your partner and edit

one another's work. Do not forget to put your name on your partner's paper so you can get credit for your work!

*Reading:* You are responsible for all assigned reading and assignments. You are expected to have completed each week's reading as preparation for class attendance and participation. Always read with a pencil in hand and take notes as you go. Read our texts on writing and analysis (e.g. *Writing Analytically* and *Writing for Sociology*) so you can put those techniques into practice.

Regarding the substantive reading, come to class with questions and observations about what you found interesting, significant, puzzling, etc. This will help you develop ideas for your essays. If you do not read carefully and keep up, you will probably feel frustrated or disappointed with the course.

*Essays:* This course requires a minimum of 32 pages of writing, which is the university requirement for the second part of the Reading and Composition sequence. Three essay assignments, combined with the reading responses, meet this requirement in length and difficulty. The first two focus on course material, while the third necessitates library research with outside texts. For each essay, you will turn in a first draft, receive feedback on it, and then submit a revised second draft. It is important to integrate the feedback you receive. You must submit every assignment in order to pass the course.

A hard copy of each draft is due *in class*. Bring two (2) copies of each draft (one for the instructor and one for your partner). If you bring only one copy of your assignment to class, you will automatically lose one letter grade on that assignment.

Timely submission of your work is so important to the structure of this course that late work will be penalized a full letter grade as soon as it is late and an additional letter grade for every day it is late after that, including the first 24 hours (e.g. an assignment due in class on Tuesday that is submitted later that day will lose two letter grades, turning an "A" paper into a "C" paper).

*Writing Workshop:* Students will present drafts of their final papers and provide constructive criticism on each other's work at the end of the semester.

*Final Paper:* There is no final exam for this course. Students will complete a final research paper in lieu of an exam. This final research paper should demonstrate mastery of course material.

### Due Dates

Week four: first draft of paper one

Week five: peer review

Week six: second draft of paper one

Week seven: first draft of paper two

Week eight: peer review

Week nine: second draft of paper two

Week ten: proposal for paper three  
Week eleven: peer review  
Week twelve: first draft of paper three  
Week thirteen: peer review  
Monday, December 11<sup>th</sup> by 2pm in 410 Barrows: Final Paper

### **Guidelines and Resources**

*Formatting:* All work must be formatted correctly. Familiarize yourself with MLA style formatting. Refer to The Purdue Owl Writing Lab<sup>1</sup> and note the following specifications for our course's modified MLA format style:

*single space* the header at the top-left of your first page (name, course, assignment, date);  
center your creative title above the start of your text;  
no title page;  
use *two spaces* between sentences;  
*single space* block quotations;  
1" margins;  
indent paragraphs (no extra spaces between paragraphs);  
doubled-spacing (except the header and block quotations);  
page numbers (bottom center);  
12-point Times New Roman font;  
staple pages together;  
no passive voice;  
no contractions.

*Disability accommodations:* If you need disability-related accommodations in this class please inform the instructor. Students who need academic accommodations should contact the Disability Students Program, 260 Cesar Chavez Center.

*Student Learning Center (SLC):* The SLC provides peer writing tutors. You are expected to make use of their services. You do not need an appointment. Find them in the Chavez Center (<http://slc.berkeley.edu>).

*Disclaimer:* this course includes material that may be emotionally-difficult and disturbing. Reactions, including, but not limited to, discomfort, anxiety, anger, sadness, disgust, guilt, and stress to course material is not grounds for exemption from, or customization of, policies pertaining to coursework, participation, assignments, and exams et cetera.

NOTE: Plagiarism, broadly put, is the presentation of another's words and/or ideas as one's own. It is grounds not only for automatic failure, but also for administrative disciplinary action. This also applies for other forms of academic dishonesty (a.k.a. cheating). Please see the Berkeley Campus Code of Student Conduct, Section III B, Academic Violations, and Section IV, Disciplinary Procedures.

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<sup>1</sup> <https://owl.english.purdue.edu/owl/resource/747/01/>

*Attention!* Students who miss any of the first three classes will be dropped or otherwise not allowed into the class.

### **Course Materials**

One book is required for this course: Rosenwasser, David and Jill Stephen. *Writing Analytically*, 6<sup>th</sup> edition, Wadsworth Publishing, 2012.

All of our other reading material is available through bCourses.

### **Recommended Supplementary Reading**

Becker, Howard & Pamela Richards. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press, 2007.

Johnson, William A., et. al. *Sociology Student Writer's Manual*. Fifth Edition. Upper Saddle River, NJ: Pearson, 2006.

Metzger, Deena. *Writing for Your Life: a Guide and Companion to the Inner Worlds*. UK: HarperCollins, 1992.

Zinsser, William. *On Writing Well: the Classic Guide to Writing Nonfiction*. New York: HarperCollins, 2006.

### **Office Hours**

Office hours are an important part of college learning, and are especially central to this particular course. The best times to meet will be Tuesdays and Thursdays 12noon-2pm. I ask students to email me to arrange an appointment so we can find a time that works. My email address is: [j\\_kaiser@berkeley.edu](mailto:j_kaiser@berkeley.edu). Please allow at least 24 hours for a reply. I usually do not check email on the weekends.

### **Course Schedule**

*This syllabus is subject to change at the discretion of the instructor.*

*An "\*" indicates substantive reading.*

~~~~~**Week One, August 29**~~~~~

**Course Overview**

Read carefully!

~~~~~**Week Two, September 5**~~~~~

**Reading Analytically and the Revising Process**

*Writing Analytically*. Ch 1, "Introduction (5-16), Ch 2, "Analytical Methods I" (23-28; 33-34; 36-37; 39-40; 43-49)

\*Marx, Karl. "The Communist Manifesto" ["Classes in Capitalism and Pre-Capitalism"] (32-41). In *Selected Works, Vol. I*. Moscow: Progress Publishers, 1964 [1848].

~~~~~**Week Three, September 12**~~~~~

**Thesis Statements, Essay Structure, and Analysis**

*Writing for Sociology*. Ch 3.4, “Template for an Analytical Paper,” Ch 4.4-4.6 of “Mechanics,” and Ch 5, “Thesis Statements and Arguments.”

*Writing Analytically*. Ch 5 “Writing about Reading,” (105-119), and Ch 7 “Making Common Topics Analytical” (151-160).

\*Robinson, William. “Debate on the New Global Capitalism: Transnational Capitalist Class, Transnational State Apparatuses, and Global Crisis.”

~~~~~**Week Four, September 19**~~~~~

**Analysis and Paragraphs**

*Writing Analytically*. Ch 3, “Analysis” (53-66) and Ch 15, “Forms and Formats” (333-347)

\*Forbes, Jack. “Consuming Another’s Life” (9-25), “Deception, Brutality, and Greed” (35-48), and “The Structure of the Cannibal’s Insanity” (49-61).

-->>**FIRST DRAFT OF PAPER ONE DUE**

~~~~~**Week Five, September 26**~~~~~

**Developing the Argument**

*Writing Analytically*. Ch 11, “Making a Thesis Evolve” (227-236).

\*Glenn, Evelyn Nakano. “Creating a Caring Society.”

-->> **PEER REVIEW DUE**

~~~~~**Week Six, October 3**~~~~~

**Sentence Mechanics and Style**

*Writing for Sociology*. Ch 4.1, 4.2, and 4.3 of “Mechanics.”

*Writing Analytically*. Ch 18, “Revising...the Rhetoric of the Sentence.”

\*Bonilla-Silva. Bonilla-Silva, E. “The Strange Enigma of Race in Contemporary America” and “The Central Frames of Colorblind Racism” (1-48).

-->> **SECOND DRAFT OF PAPER ONE DUE**

~~~~~**Week Seven, October 10**~~~~~  
**The Logic of Arguments**

*Writing Analytically*. Ch 9, “Analyzing Arguments” (191-205).

\*Quinn, Beth. Quinn, Beth A. “Sexual Harassment and Masculinity: the Power and Meaning of ‘Girl Watching.’” (386-402)

-->> **FIRST DRAFT OF PAPER TWO DUE**

~~~~~**Week Eight, October 17**~~~~~  
**Concision and Precision**

*Writing Analytically*. Ch 17, “Word Choice” (375-390) and Ch 12, “Recognizing Weak Thesis Statements” (255-265).

\*Bourdieu. “The Forms of Capital” (241-258).

-->> **PEER REVIEW DUE**

~~~~~**Week Nine, October 24**~~~~~  
**Beginning a Research Paper**

*Writing Analytically*. Ch 14, “Finding, Citing, and Integrating Sources” (283-314).

\*Wilkinson and Pickett. “Physical Health and Life Expectancy.”

-->> **SECOND DRAFT OF PAPER TWO DUE**

~~~~~**Week Ten, October 31**~~~~~  
**Synthesizing Evidence from Multiple Sources**

*Writing Analytically*. Ch 13, “Using Sources Analytically” (267-281)

Individual reading material for Final Paper

-->> **PROPOSAL AND LIST OF SOURCES FOR PAPER THREE DUE**

~~~~~**Week Eleven, November 7**~~~~~

**Using Evidence to Build Arguments**

*Writing Analytically*. Ch. 8, “Reasoning from Evidence to Claims” (165-190).

Individual reading material for Final Paper

-->> **PEER REVIEW DUE**

~~~~~**Week Twelve, November 14**~~~~~

**Revising to Develop and Clarify Ideas**

Individual reading material for Final Paper

-->> **FIRST DRAFT OF PAPER THREE DUE**

~~~~~**Week Thirteen, November 21**~~~~~

**Writing Workshop**

Individual reading material for Final Paper

-->> **PEER REVIEW DUE**

~~~~~**Week Fourteen, November 28**~~~~~

**Writing Workshop**

Individual reading material for Final Paper

*The Final Paper is due in my box in 410 Barrows by 2pm on Monday, December 11<sup>th</sup>. Not late or electronic submissions will be accepted.*