

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, find your voice every time you write, feel inspired, and enjoy scholarly activity.

Additionally, this course encourages students to cultivate a personal writing practice. Writing helps with more than communication; it provides a means to develop and clarify our own thinking. Finding one's voice and feeling inspired facilitate a personal practice. Write because you feel inspired, and feel inspired because you write. A writing practice also catalyzes both internal and external epistolary activity.

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.*

Please do not ask for an extension for any of the assignments! Do let the instructor know of any special circumstances that might affect your performance; however, do not ask for an extension or exemption from course policy. Although you may have a legitimate reason for making such a request, not all of your classmates— even those with more serious situations— necessarily feel entitled or comfortable asking. Therefore, out of fairness and to avoid creating an awkward situation, please do not ask. NOTE: if you are having trouble keeping up with the course, please talk to me.

Grading:

Attendance and Participation.....	20%
Reading-Response Memos.....	10%
Paper One (first and second draft).....	15%
Paper Two (first and second draft).....	20%
Writing Workshops.....	5%
Paper Three (first and second draft).....	30%

Attendance & Participation: Regular attendance and good participation is essential for doing well. Missing one class will not lower your attendance grade. More than one absence will lower your A&P grade by one letter grade per absence. Tardiness can be disruptive and will also adversely affect your grade. Distracting behavior, such as chatting, surfing the web, and cell phone use, will 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 also includes peer-review assignments and any in-class writing and quizzes.

Participation credit, including any in-class assignments, quizzes, and lectures cannot be made up under any circumstances due to absence, even with evidence of legitimate reason for missing class and/or accommodations. However, an absence itself 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 “*” (substantive reading does not include the texts on writing/analysis). 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/accommodations!).

-->*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-to-two page discussion, answer the following:

- What is the author's main argument? Provide reasoning and evidence.
- How does the author provide support 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: For each essay, you will choose a partner to exchange drafts and review and edit one another's work. That person will be your partner for that essay assignment, including both the 1st and 2nd drafts. You will choose a different partner for each essay. Exchange info with your partner (email, phone number). This counts towards your participation grade. 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 (or annotate digitally if you don't have a hard copy).

Regarding the substantive reading, come to class with questions and observations about what you found interesting, puzzling, etc. If you do not read carefully and keep up, you might 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.

Your grades depend on: the quality of your writing and analysis; how well you integrate feedback; how you apply the course's writing techniques. You must submit every assignment in order to pass the course.

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

Late-essay policy: timely submission of your work is so important to the structure of this course that late work may not be accepted. If accepted, it will be penalized a full letter grade as soon as it is late and an additional letter grade for every day (24 hours) it is late after that (e.g. an essay due in class on Tuesday that is submitted later that day will lose one letter grade, turning an "A"

paper, for example, into a “B” paper; turned in the next day, it would go down to a “C”).¹ This applies to both drafts of each essay. If you miss class when an assignment is due, you should email it to me right away (before class), and arrange to deliver your hard copy (I will not grade it until I have the hard copy). If you are absent on a day that your peer-review is due, you should arrange to deliver it to your partner right away.

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.

Guidelines and Resources

Formatting: All work must be formatted correctly. Familiarize yourself with MLA style formatting. Refer to The Purdue Owl Writing Lab² 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 with enough space between;
- 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, title, bibliography, and block quotations);
- page numbers (bottom center);
- 12-point Times New Roman font;
- staple pages together;
- active 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

¹ Exemption from this policy is reserved for extraordinary circumstances, such as unforeseen serious illness or family emergency, with evidence.

² <https://owl.english.purdue.edu/owl/resource/747/01/>

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.

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

Wellness Resources

Berkeley offers several types of counseling services. You can call to talk to someone for help or to make an appointment: 642-9494. There is also on-campus drop-in counseling that does not require an appointment: <https://uhs.berkeley.edu/counseling/lets-talk>. You can also drop in at the Tang center if you need immediate and urgent support (first 5 sessions are free). Those hours are Monday-Friday 10am-5pm. Please make use of these great resources available to us!

Mindfulness and meditation can also really help with stress. Berkeley offers free mindfulness classes! <https://www.facebook.com/Mindfulnessatberkeley/> There is also a meditation and prayer room in Eshleman Hall, open Monday-Friday 8am-9pm. Another option is a tranquil stroll through the quieter parts of campus or up in Strawberry Trail.

Course Materials

All of our reading material is available through bCourses.
Always bring paper and pen to class for writing exercises.

For Reference (on bCourses)

“Writing Competently.” A good reference for grammatical issues and solutions.
“Active Words.” A good list for analytical writing in action (instead of inaction).

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.
- Rosenwasser, David and Jill Stephen. *Writing Analytically*, 6th edition, Wadsworth Publishing, 2012.
- 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 Thursdays after class. If you would like to meet during this time, email me to arrange an appointment. We can find a time that works if you cannot meet after class on Thursdays. We will either meet in my office or in a local cafe.

My email address is j_kaiser@berkeley.edu. Please allow at least 24 hours for a reply. I usually do not check email on the weekends. Do not use bCourses to communicate with me; I do not check those messages. Just email me directly.

Course Schedule

NOTE: This syllabus is subject to change at the discretion of the instructor. Keep current by referring to the syllabus on bCourses.

~~~~WEEK ONE~~~~

May 21 Course Overview

Study the syllabus (we will might have a quiz on it)

May 22 Purpose and Process in Analytical Writing

Berkeley's Writing Guide. Ch. 1, "Thinking and Reading for College," Ch. 2, "Understanding the Assignment," and Ch 3 "The Writing Process." (13-44).

Don't forget to bring paper and pen for in-class writing!

May 23 Reading Analytically and Essay Structure

Berkeley's Writing Guide. Ch 4.4-4.6 of "Mechanics" and Ch 5, "Thesis Statements and Arguments."

*Davis and Moore. "Some Principles of Stratification."

*Tumin. "Response."

FREE-WRITE DUE IN CLASS TODAY (TWO HARD COPIES)

May 24
Sentence Mechanics

Berkeley's Writing Guide. Ch 4.1, 4.2, and 4.3 of "Mechanics."

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

FIRST DRAFT OF ESSAY ONE DUE (two hard copies due in class)

~~~~~**WEEK TWO**~~~~~

May 28  
**No Class!**

May 29  
**Developing Claims, Big and Little**

"Recognizing Weak Thesis Statements."

\*Robinson, William. "Global Capitalism: Reflections on a Brave New World" (0-13). *GTI*, June 2017.

**PEER REVIEW DUE!**

May 30  
**Addressing Complexity**

"Making a Thesis Evolve" (227-235, plus the rest if you want)

\*Taylor, Keeanga-Yamahtta. *From #BlackLivesMatter to Black Liberation* (Ch 7: 191-219). Chicago: Haymarket Books, 2016.

May 31  
**Citing and formatting**

*Berkeley Writing Manual*. Ch. 6, "Handling Other People's Writing."

\*Bonilla-Silva. E. "The Strange Enigma of Race in Contemporary America." From *Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States*. Oxford: Rowman and Littlefield, 2003.

Optional: Bonilla-Silva. "The Central Frames of Colorblind Racism." In bCourses/references.

***SECOND DRAFT OF PAPER ONE DUE***

~~~~~**WEEK THREE**~~~~~  
Word Choice: Concision and Precision

June 4

Zinsler. Ch. 2, "Simplicity," and Ch. 3, "Clutter" (6-16; plus as much as you want of the rest).

*Quinn, Beth. "Sexual Harassment and Masculinity: the Power and Meaning of 'Girl Watching'" *Gender and Society*, Vol. 16, No. 3 (June 2002), p. 386-402.

FIRST DRAFT OF PAPER TWO DUE (two copies)

June 5

Analysis

"Analysis."

*Glenn, Evelyn Nakano. "Creating a Caring Society" (84-94). *Contemporary Sociology*, Vol. 29, No. 1, January, 2000.

June 6

Rhetoric of the Sentence

"Revising...Rhetoric of the Sentence" (391-414)

*Bourdieu, Pierre. "The Forms of Capital" (241-258). From J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. NY: Greenwood Press, 1986.

PEER REVIEW DUE

June 7

Paragraphs: Internal Organization and Flow

"Forms and Formats" (333-347)

*Wilkinson and Pickett. "Physical Health and Life Expectancy" (74-87). From *The Spirit Level*. NY: Bloomsbury Press, 2010.

~~~~~**WEEK FOUR**~~~~~

June 11

**Beginning a Research Paper**

Alford. "Beginning a Research Project."

*SECOND DRAFT OF PAPER TWO DUE*

June 12

**Finding Sources**

Sources workshop----> *bring your laptop to class!*



June 13

**The Logic of Arguments**

“Analyzing Arguments.”

Read at least one of your sources and bring it to class

June 14

**Getting Started on the Rough Draft**

Read: sources for paper three

*PROPOSAL AND LIST OF SOURCES FOR PAPER THREE DUE*

~~~~~**WEEK FIVE**~~~~~

June 18

Synthesizing Evidence from Multiple Sources

“Using Sources Analytically” (267-281)

NOTE: *Reading now includes individual research material for your final paper in addition to any other assigned reading*

June 19

Using Evidence to Build Arguments

Reading: sources for paper three

June 20

Finding Your Voice

Metzger. “On Creativity.”

Reading: sources for paper three

FIRST DRAFT OF PAPER THREE DUE (Two copies)

June 21

Inspiration

Metzger. “Writing as a Spiritual Practice.”

Reading: sources for paper three

PEER REVIEW DUE

~~~~~**WEEK SIX**~~~~~

June 25

**Writing Workshop**

*Writing Workshop*

Reading: sources for paper three

June 26

**Writing Workshop**

*Project Presentations*

Reading: sources for paper three

June 27

**Writing Workshop**

*Project Presentations*

Reading: sources for paper three

June 28

**Writing Workshop**

*Writing Workshop*

Reading: sources for paper three

*The Final Paper is due in class Thursday, June 28. No late or electronic submissions will be accepted.*