

Discussion Section Syllabus
SOC/AAS 220: Ethnic Movements in the United States
Spring 2016

Section 304: MF 01:20-02:10p 6113 Sewell Social Sciences

Section 305: MF 02:25-03:15p 6113 Sewell Social Sciences

Teaching Assistant: Alexis M. Dennis

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Office Number: 608.265.9117 (you should always email as a first try to reach me)

Office Hours: By appointment

E-mail: dennis.teaching@gmail.com (Use only this email address. If you send messages to my wisconsin account, I cannot guarantee they will not get lost.)

Purpose of Section

Sociology 220 fulfills both the ethnic studies requirement and the communications-B University requirement focusing on intensive writing. TAs are responsible for grading all paper assignments submitted in sections. We will meet twice per week for 50 minutes.

The purpose of discussion sections is to critically engage students with specific issues or topics in the course through group discussions, activities, readings, and writing assignments. Discussion sections are a significant component of the course and are **separate from lecture**. Sections are loosely coordinated with the topics covered in lecture and are intended to help you understand and work with the material in the course. They will **not** be used as review sessions for material covered in lecture or books. However, you are encouraged to bring any questions you have about lecture or the text to section. The section aims to provide:

- Open discussion of contemporary controversial issues, the material presented in lecture, and the assigned books and films
- Sociological writing and research
- Analysis of historical and contemporary sociological evidence

Discussion Etiquette

The classroom should be a comfortable environment that encourages the equal participation of everyone. With this goal in mind, we can agree and disagree about ideas and theories to our heart's content. After all, that is the heart and soul of learning. We will not, however, tolerate personal attacks, or blatant sexist, racist, homophobic, or antagonistic language in the classroom. Be provocative, make us think but do not insult each other or your teaching assistant.

You are expected to keep the following rules in mind each time we meet this semester:

- **Respect classmates, the TA, the Professor, and yourself.** Avoid comments or language whose sole purpose is to provoke or disparage others. Do not use “insult words” for any group.
- **Sections are a “correctness-free” space.** Everyone in the section is free to express opinions and ask questions without fear of censure from classmates. You should express your opinions, even if you think that none of your classmates will agree. If someone says something that you find offensive, react to the comment (not the person) by asking her to

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first clarify what she said. Pose counter-arguments to challenge the assertion or explain why the remark was offensive to you.

- **Be willing to listen to and reflect on opinions you disagree with.** Try to understand why someone believes what they do. Hold yourself open to the possibility that you might change your mind. Respect people even when you are sure they are wrong. Keep an open mind to your peers' and TA's comments.
- **Be sensitive to minority/majority dynamics.** People who are members of racial/ethnic minorities or who hold minority opinions can feel particularly vulnerable in some contexts. Let me know if you are worried about class dynamics.
- **Recognize diversity** as a contribution to discussion. Recognize that we all have a different personal history and this varies by socioeconomic background, sexual orientation, gender, ethnicity, and ability/disability.
- **Pose questions** to your classmates. All of you are responsible for having good discussions. Do not merely look at and talk to the TA in group discussions.
- **Learn to distinguish between factual claims and opinions.** Factual claims can be checked against evidence. Learn to distinguish between the factual claim "I had this particular experience" and the factual claim "My experience is typical of everyone's experience." The former is true and should be respected when you report it. The latter may or may not be true, and can be assessed with evidence from other people.
- **Use your sociological imagination.** Remember how it is not just about you, but about the structure of society. Reassess your place in the society. Contribute to discussions that emphasize the connections among history, social structure, and personal biography.
- **Communicate to your TA** after class, during an appointment, in a written note, or over email about when you feel uncomfortable or very strongly about an event or discussion relevant to class.
- **Be engaged in discussions by preparing ahead and doing all homework,** class is much more fun when you contribute.
- Additionally, **there is a zero tolerance policy for laptops in section. Turn off your cell phone or other electronic devices before entering the classroom.** Students who insist on texting and using other unauthorized technology in class will be asked to leave. Do not pack up before section is over. Do not pack up while the TA or classmates are speaking.

Grading

Your total grade in SOC/AAS 220 is determined based on the following:

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|--------------------------------|-----|
| 1. Papers/presentations | 45% |
| 2. Lectures & other activities | 33% |
| 3. Readings | 12% |

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4. Participation in section 10%

Assignment due dates

- **Project 1**
 - Bibliographical concept check Feb 12
 - Group oral presentations Feb 26 & 29
 - Debate briefs for all groups Feb 26
 - Group Evaluation Mar 04
- **Project 2**
 - Topic and list of sources Mar 11
 - Project 2 Concept Check Mar 18
 - Outline and annotated bibliography Mar 28
 - First draft Apr 08
 - Peer review Apr 18
 - Mini-conference on draft Apr 11-15
 - Response to comments on draft May 06
 - Final paper May 06

Books Etcetera:

There will be 2 book chats and 2 film chats this semester. The discussion section will be split off into four groups. Each group will be assigned to lead a chat on either a book or film (with supplemental readings that will be posted on L@UW). Each group will be responsible for planning a discussion section in which they discuss the book, film, and supplemental readings in a meaningful way that demonstrates an engagement with the main concepts and arguments from the material. Films and supplemental readings will be posted to L@UW.

Groups may be creative. You are encouraged to link lecture and discussion material to the readings and films. You may also discuss current events (approved first by the TA) in order to demonstrate further understanding of the concepts discussed in the films and readings. Dates for the chats are as follows:

Dunbar-Ortiz book	Feb 15
Morris book	Mar 14
Chicano Movement Film Chat	Apr 04
Asian American Film Chat	Apr 25

*** Each of these assignments above will come with a handout with detailed explanations on the schedule (see back of the section syllabus).**

Attendance Policy

Because this course is both a writing intensive course as well as an ethnic studies requirement, your attendance and participation is vital. Attending section and lecture at least 70% of the time is a minimum for a C and 90% of the time is a minimum for an A. This means that even if you do well with the writing assignments, if you only show up to section 70% of the time, you cannot earn higher than a C in section. If you are late to section, you will receive partial attendance credit.

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Participation

You are required to demonstrate that you have been mindful of the lectures and readings. You can do this by engaging in class discussion and helping each other to critically engage with the material in smaller group discussions. I recognize that due to background and personality, students have different abilities; some of you may be more vocal than others. You will not be penalized simply for being a quiet person. However, I encourage you to make an effort in contributing thoughtful, relevant comments at each section meeting.

Another component of participation are **section reactions** (as briefly discussed above). Just as with lecture, please turn in 5-10 sentences to me at the end of each section. You will be required to write section reactions (same as lecture) each time we meet this semester. The log of comments that you keep for section will act as a partial record of your attendance. Section reactions are to be recorded in blue books given to you at the beginning of the semester. You are to retrieve them from your TA at the beginning of each section and return them to your TA at the end of each section. Under no circumstance should you take your blue books with you when you leave section for the day.

Another component of participation are **section reactions** (as briefly discussed above). Just as with lecture, please turn in 5-10 sentences to me at the end of each section. Tell me things like:

- What went well?
- What don't you understand?
- What would you like to spend more time on?
- Did you like today's activities?
- What did you learn today?
- Were you upset by something I said or another student said?

Paying Attention/Email Policy

Since a good portion of your grade in this course is based on your engagement with the material, I expect you to be present in section. As you know, there are no exams. However, we will be returning to many concepts and conversations throughout the semester. While it is not required that you take notes, I do expect you to recall ideas previously discussed. If taking notes helps you do this, then please do so.

On a more mundane note, I also expect you to be attentive to the rules outlined both in Professor Oliver's syllabus and ours. Some TAs require their students to complete a syllabus quiz. I do not. However, I expect that even after we have reviewed the syllabus as a group, you will read the syllabus more closely on your own. **When in doubt about something, please, refer first to the syllabus.** If you are confused, something is unclear, or I have made a mistake, please email or talk to me. Quote the section of the syllabus that you find confusing.

In the same way, please pay attention to email correspondence for this course. As you will soon realize, if you haven't already, this course has many components. I will send reminder emails, explanations, etc via email. I hope that these will be helpful rather than a nuisance.

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Contacting Me

Please email me or talk to me after class to schedule an appointment. I am happy to talk to you about any sources of confusion, challenges you might be having, or to delve deeper into some of the issues we will discuss in this course. Office hours are the ideal time to get one-on-one attention and work out any issues you're having with the material from the books, lecture, or discussion section. If you have a question about course material, please come prepared with the necessary readings or notes. **Any questions, however, about lecture assignments, please email the lecturer, Pamela Oliver at oliver@ssc.wisc.edu.**

Please do not rely on email communication for questions or comments that can be addressed in class or during a meeting. Feel free to email me short administrative questions or to set up meeting times. I try to respond to student emails in a timely manner (usually within 48 hours barring any unusual circumstances). Avoid sending last-minute messages, as I may not be able to respond to them in time. **This means that if you need to schedule an appointment, you need to give me at least 48 hours notice.** Find a classmate to double-check assignments and deadlines with to make sure you are on the same page.

*****Lastly and again, before emailing me about assignments, due dates, or other course material and requirements, please check your syllabus. I will not respond to questions that have been addressed in the lecture and/or section syllabi.**

Reading Reflections and Book and Film Chats

Your grade for the assigned readings will depend on completing a set of reading reflections (due in lecture) and leading a book chat (a group assignment that will take place during section time).

Reading Reflections

There will be two books assigned for the course. Each reading reflection will be based on a part of a book you read for that week. You are expected to read 1/3 of the assigned book for that week. For each written reflection you are expected to:

- (1) list three specific things from each chapter that struck you as interesting for some reason;
- (2) write at least 100-150 words per week (or per 1/3 of a book) of reflection on (a) what you think the main points of what you read are and (b) your response to these points. No more than 10 words describing your feelings about the writing style can count, most of your comment should be focused on content. However, your comment may include critical commentary on the points the author is making.

You are to submit your reflections to Pam Oliver during lecture times. Please see your lecture syllabus for further details on the reflection assignment.

Leading Book and Film Chats

In the spirit of developing your oral communication, group work, and leadership skills, there are four book chats during the semester – one for each book. In groups 3 or 4, students will jointly

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facilitate discussion of an assigned book or film. Leading discussion does not mean lecturing. Instead, a good discussion leader will encourage classmates to participate. You can do this by drawing comments together, provoking others to respond, and highlighting main points made by others.

To prepare for the chats, you should use notes from lecture, section, reading reflections, and relevant popular sources (to be approved by your TA). You should also meet and talk with your group members about how to plan section so that you cover main points and activities during one section period. The goal is to co-facilitate a stimulating, critical discussion, engaging concepts from lecture, section, and the readings. Don't fret—I will be there to assist you.

How we grade written work

For each assignment, we will provide a rubric and instructions specifying the requirements you need to fulfill. Bear in mind that this is a *general* grading strategy meant to give you basic expectations. *Grades will primarily reflect the thoroughness of your research and the strength of your arguments. However, we expect your papers to be polished and will deduct points for errors that are distracting or make your paper hard to understand.*

- A **Good (B)** paper has reasonably strong arguments and complex ideas, but may be flawed in other areas. *This is the STARTING grade.*
- A **Very Good (AB)** paper will do one of the less important things less well than an A paper.
- An **Excellent (A)** paper demonstrates excellent use of sociological concepts. This paper is intellectually challenging and complex, logically argued, clearly and compellingly written and free of basic errors in grammar, punctuation, and usage.
- A **Satisfactory (BC)** paper has flaws in significant areas, including weaker arguments and unchallenging ideas, or it may have minor flaws in many areas.
- A **Lacking (C)** paper has numerous flaws in significant areas. NOT FOLLOWING DIRECTIONS usually results in a C or lower grade.
- A **Not Very Good (D)** paper has major problems in most areas.
- An **Unacceptable (F)** paper is incomplete, did not do the assignment as instructed, is very badly written, etc.

Re-grading policy

We take grading very seriously, and hence, any request for a paper to be re-graded must be done in writing (typed) a week after grade results are handed back for a paper. In this request, you must wait 24 hours after the grade is handed back. At this point, you can then submit detailed compelling reasons for why the letter grade was unfairly assigned. You are expected to engage with the specific comments made your TA. 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.

Late papers

We do not accept late papers or paper-related assignments. This means that if you submit a paper to me after the stated deadline, you will receive a “zero” for the assignment. However, we do

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understand that sometimes there are extenuating circumstances. These are ground rules for “reasonable” exceptions for late work:

- a. If you are aware in advance that you may have difficulty meeting a deadline due to a special issue like an illness, you must contact me at least 48 hours in advance so that I can decide upon an appropriate extension for *one* assignment.
- b. In addition to communicating with me, you must submit any partially completed work in the state that it was in when the emergency arose as a sign of good faith.

Finally, we do understand that, sometimes, things happen that are beyond your control. Therefore, everybody gets *one* 24-hour forgiveness ticket.

Paper guidelines

- Always use 12-point Times New Roman font and double space
- All margins should be 1”
- Always use page numbers
- Always staple your papers
- Always provide an appropriate heading (name, course, section, date, title of assignment)
- You may print on the front and back of the page
- For citation style to document your sources, refer to the American Sociological Association (ASA) style guide posted to Learn@UW

Plagiarism and academic misconduct

Please pay careful attention to this section. Often times, students do not realize they are plagiarizing or engaging in misconduct.

The expectation is that all work you submit in this course has been written by you during this semester for this course. You may not “recycle” a paper written for another course for credit in this course. If you wish to write a paper for this course that is related to work you have done previously, you must give me a copy of the previous work so that I may compare it with the work you do in this class; if you are doing a paper for another course that is related to your work in this course, you must provide full disclosure about the relation between the two papers.

The University has a strict policy about plagiarism and cheating. The Department of Sociology is licensed to use anti-plagiarism software 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>. Please see me if you need more clarification.

Section 14.03 of the University of Wisconsin System Administrative Code Defines academic misconduct as “an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized material or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic performance; (f) assists other students in any of these acts.”

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Students are expected to be aware of these guidelines and the related consequences. If I suspect plagiarism or other misconduct, I will investigate and follow university procedures (including your right to respond). If you are found to have committed academic dishonesty, the academic penalty will equal three times the harm created by your dishonesty and a report written by the Professor and me will be sent to the Dean of Students and to the Dean of your College and become part of your academic record.

Academic Resources

The Writing Center

Excellent writing instructors offer classes and one-on-one meetings to help you with all aspects of the writing process. Call 263-1992 or go to www.wisc.edu/writing for more information. The Writing Center is located at 6171 Helen C. White Hall and is open Mon-Thu from 9:00a-8:30p and Fri from 9:00a-3:00p.

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 see both me and Professor Oliver early in the semester to discuss special arrangements that may be needed to help you succeed in this course. Call 263-2742 for assistance and evaluation.

Other Resources

Suicide Prevention | <http://www.uhs.wisc.edu/services/counseling/topics/suicide-prevention.shtml>

Responding to Sexual Assault | <http://www.uhs.wisc.edu/emergencies/sexual-assault/>

Alcohol and Health | <http://www.uhs.wisc.edu/health-topics/alcohol/help.shtml>

UWPD Campus Safety Guide | http://www.students.wisc.edu/docs/clery_2011-12_final.pdf

Assault, Dating Violence, Stalking | <http://www.uhs.wisc.edu/assault/sa-resources.shtml>

University Sexual Assault Prevention Program, Tonight | <http://www.uhs.wisc.edu/tonight/index.shtml> .

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Discussion Section Schedule

Week (dates)	Monday	Friday
1 (Jan 18 & 22)	Holiday – No class	<ul style="list-style-type: none"> - Orientation to Sections and Introductions - Biography: Who are we and what do we bring to the table? - Social Construction of Race - Read 1/3 of Ortiz
2 (Jan 25 & 29)	<ul style="list-style-type: none"> - What is a theoretical lens? - Discuss project 1 - What is the assignment asking you to do? (blue books) 	<ul style="list-style-type: none"> - Oral presentation groups created - American Indian Removal with Concepts
3 (Feb 01 & 05)	<p>-Indian Removal using concepts Small and Large Group</p> <p>Guidelines for group oral presentations, debate briefs, and feedback to presenters</p> <p>Read: 2/3 Ortiz</p>	<ul style="list-style-type: none"> - Indian Removal cont. - Presentations, mapping, and large group discussion
4 (Feb 08 & 12)	<p>Writing Workshop- Thinking about your topic</p> <p>**Please bring laptops and other materials</p> <p>Read: 3/3 Ortiz (quiz due on Sunday by 5 pm)</p>	<p>Writing Workshop – Thinking about debate briefs</p> <ul style="list-style-type: none"> - What is a thesis statement? - Writing instruction (Thesis, Topic Sentences, Transitions - Writing Tips <p>Due: Concept Check</p>
5 (Feb 15 & 19)	Book Chat for Ortiz	<ul style="list-style-type: none"> - - Go over Concept Check*** <p>Small and large group exercise</p> <p>Discuss Debate Brief</p>
6 (Feb 22 & 26)	<ul style="list-style-type: none"> - Whiteness Discussion - What is whiteness? Why does it matter for understanding race and ethnic relations in the US? <p>Read: 1/3 Morris</p>	<p>Group Oral Presentations I</p> <p>DUE: Debate briefs</p> <p>***for ALL groups</p>
7 (Feb 29 & Mar 04)	<p>Group Oral Presentations II</p> <ul style="list-style-type: none"> - 	<p>Instruction for Project 2</p> <ul style="list-style-type: none"> - Concept Practice w/ Bus Boycott and new concepts

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	Read: 2/3 Morris	<ul style="list-style-type: none"> - What is the assignment asking you to do? - Begin research for project 2 topic Due: Group Evaluations (due via L@UW by midnight)
8 (Mar 07 & 11)	Thinking about Topics for Project 2- ***bring laptops to class - Coming up with a research question and thesis statement. Read: 3/3 Morris	<ul style="list-style-type: none"> - Discussion about recent events - Assign Racial Violence Reading & Practice outlining (Michael Brown) Due: Project 2 topic proposal and list of sources
9 (Mar 14 & 18)	-“Racial” Violence discussion using outlines <p style="text-align: center;">Book Chat for Morris</p>	<p style="text-align: center;">Writing Workshop</p> <ul style="list-style-type: none"> - Workshop thesis statements created in week 8 & make a rough outline for paper - How to write an outline and an annotated bibliography Due: Project 2 Concept Check -
10 (Mar 21 & 25)	- Spring Break	Spring Break
11 (Mar 28 & Apr 01)	<ul style="list-style-type: none"> - Turning an outline into a draft - Revising a first draft - How to do a Peer review Due: Outline and annotated bibliography	Peer Review Assignment Discussed -small group exercise
12 (Apr 04 & 08)	Chican@ Movement Film Chat	Race and Everyday Interaction -short readings will be assigned -small project assigned Due: Project 2 first draft – bring two hard copies (swap paper around)
13 (Apr 11 & 15)	Paper Conferences (no class)	Paper Conferences (no class)

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14 (Apr 18 & 22)	<p>Race and Everyday Interaction Continued</p> <p>DUE: Write up of small project Due: Peer Review Assignment (you will be given further instruction)</p>	<p>Small and Large group Discussion</p> <p>Levels of racism worksheet and group work.</p> <p>Understanding structural, institutional, and interpersonal racism and microaggressions What did you learn in your week of fieldwork?</p>
15 (Apr 25 & 29)	<p>Asian American Film Chat</p>	<p>To be announced</p>
16 (May 02 & 06)	<p>Conclusion: Going Forward – Applying What You Know</p>	<p>Due: Final paper (L@UW by midnight)</p> <p>Enjoy the Summer!</p>

*This syllabus is tentative. It is subject to change. If changes occur, you will be notified in section and by email to the class list.