



FORT LEWIS COLLEGE
Durango, Colorado

FLC MISSION

Fort Lewis College provides an integrated and formative liberal arts and professional education to a diverse student population, preparing global citizens to work in and contribute to a complex world.

COURSE INFORMATION

SOC 210: Ethnography and Writing

CRN: 20033

Fall 2018: 3 Credits

Course Format: Traditional Classroom Lecture and Experiential Learning

Semester Dates: 09/02/2019-12/18/2019

Day and Time: MWF 8:00-8:55am

Room: Noble 125

Professor:

Dr. Benjamin James Waddell

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Office Phone-number:

970-382-6950

Office:

Jones- 112

Office Hours:

M 11:05-12:05pm (El Centro de Muchos Colores)

TRF 11:05-12:05pm (Jones 112)

*Or by appointment.

1. COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description

This course emphasizes the interplay of ethnographic research, reading, and writing. Students will conduct and write an ethnography based on themes related to the course. This process will allow students to learn to synthesize and analyze their own and others' research and learn to communicate this research to diverse audiences. In addition, this course will develop your skills in qualitative methodology, methods, participatory action research, and activist research. You will also develop skills in ASA writing format.

Course Learning Objectives

- Understand the role of ethnography in the social sciences, including the ethical aspects, methodologies, and the written form.
 - Develop the ability to critically read ethnographic research.
 - Collect original qualitative data through interviews and/or participant observation of social settings.
 - Analyze qualitative data for patterns and themes.
 - Deepen the experience of the writing process by practicing with multiple drafts, peer review, alternative writing voices, and various audiences.
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Sociology Program Learning Outcomes

SOC 210 will *introduce* the following program learning outcome:
Theoretical Proficiency

SOC 210 will *introduce and reinforce* the following program learning outcomes:
Relationship between individual and society
Community and Civic Engagement
Relations of Power
Critical Thinking
Sociological Research, Methodology, and Analysis

LAC Learning Outcomes (for LAC courses only)

This course meets the following Fort Lewis College LAC Learning Outcomes:

Students apply intellectual and practical skills to think critically and communicate effectively.

gtPathways

This course meets the required content and competency student learning outcomes for the GTPathways category CO-2.

This course meets the following gtPathway Student Learning Outcomes:

Written Communication

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Employ Rhetorical Knowledge
 - Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content
 - Create and develop ideas within the context of the situation and the assigned tasks.
3. Apply Genre and Disciplinary Conventions
 - Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Use Sources and Evidence
 - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim
 - Follow an appropriate documentation system
5. Control Syntax and Mechanics
 - Demonstrate proficiency with conventions, including spelling, grammar, mechanics, and word choice appropriate to the writing task.

The gtPathway Student Learning Outcomes will be assessed through the following signature assignment:

- CO 2 Literature Review

The gtPathway Student Learning Outcomes will be assessed through the following signature assignment(s):

- **Individual Literature Review (Signature Assignment)**

As part of your final academic ethnographic research paper, you will create a literature review. A literature review goes hand-in-hand with the annotated bibliography in that it forces you to see your sources as having a conversation on your topic, builds on your ability to synthesize myriad voices, and, most notably, allows you and your readers to see the vitality of the gap in the literature or present-day scholarship. You will be graded on the literature review as a separate grade and will be able to revise it to become part of your final academic ethnographic research paper. This project is to be in APA format.

2. ACADEMIC INTEGRITY AND CREDIT HOUR

Academic Integrity

Academic dishonesty includes all forms of unethical or illegal behavior which affects a student's academic standing, including, but not limited to, cheating on exams, plagiarism, forgery of academic documents, falsification of information on academic documents, or unauthorized access to computer files containing academic information. Academic dishonesty may result in sanctions ranging from a lowered grade on a particular assignment to an "F" in the class and report submitted to the Office of the Vice President of Academic Affairs. The policy on academic dishonesty by students can be found at <http://www.fortlewis.edu/Portals/12/Docs/PART-III-Academic-Dishonesty.pdf>

Academic Credit Hour

One credit hour is equivalent to one hour of guided instruction (50 minute class) and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. The typical student in this 3-credit course should expect to spend at least 6 hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning.

3. ABOUT THE SOCIOLOGY DEPARTMENT

Why Study Sociology

Sociology seeks to explore how our individual and collective biographies intersect history within society. The relationships between social structure and individual consciousness, historical processes and everyday life, and collective interests and individual prerogatives provide the sociological substance by which we become self-conscious. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. In order to cultivate critical consciousness and active participation in processes of development and change in society, the Sociology and Human Services curriculum is organized to facilitate the integration of theory (reflection) and practice (action).

Why Study Sociology at Fort Lewis College

At Fort Lewis College, you can work for change while you're in school. In the Sociology & Human Services program, you'll learn to think critically about the world you live in and the daily events you read about in the news. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. You'll also find ways to work for the welfare of others and to create change. And you won't just be learning how to do this from books: You'll be in the community making it happen. The experiences you gain through Block Internship, Mexico, Community Services, and Service Learning programs will help you find meaningful employment or get admitted into graduate school.

Sociology majors complete a common core of Sociology classes which incorporate theory, writing, and service learning courses. Students are also able to choose from a variety of classes that emphasize their interests. Throughout your studies, our small classes also mean you get an individualized education from our expert faculty. Because our faculty's focus is on teaching, they work closely with their students, taking pride in keeping their office doors open, being involved in their students' progress, and tailoring their assistance to each learner's needs.

Fort Lewis College Department of Sociology

The Fort Lewis College Department of Sociology is unique among sociology departments nationally because all our teachers strategically and deliberately foster a liberatory educational experience grounded in social justice and activism. This empowering, active, reflective approach nurtures the mind, body, soul, and collective.

4. WRITING CENTER

The Writing Center is staffed by trained and certified peer tutors. We are strong writers in different disciplines, and work at the WC because we are interested in supporting other student writers! The purpose of the Writing Center is to give you a place where you can get one-on-one help with any writing assignment or project. You can visit the WC at any point in your writing process: from generating ideas, to establishing an organizational structure, to polishing a final draft. Our goal is to collaborate with you as you develop new skills, and to support you in becoming a confident, independent writer.

Where Are We and How Does it Work?

We are located in Jones 105 C. Half-hour appointments are available by signing up online. We will also take drop-in appointments as long as the tutor on duty is free.

What Can You Do to Prepare for an Appointment?

Our service is absolutely free, so simply bring the assignment guidelines that were provided by your instructor. The text(s) you are using can also be helpful--the books, readings, or other materials you're working with. If possible, come with specific questions about your work. But if you aren't even sure where those questions start, that's okay.

5. DISABILITY SERVICES

Disability Services promotes equal opportunity for students with disabilities in pursuing higher education and achieving academic goals. Disability Services hopes to play a role in your college journey as you develop independence and the ability to effectively self-advocate. We hope you use us as a resource during your time at Fort Lewis. Please keep in mind that collaboration with Disability Services is student-driven and student-initiated. Feel free to contact us with questions, concerns, or feedback. All students apply to Fort Lewis College through the Office of Admissions regardless of whether or not there is a disability present. "Fort Lewis College is committed to providing all students a liberal arts education through a personalized learning environment. If you think you have or you do have a documented disability which will need reasonable academic accommodations, please contact, Dian Jenkins, the Director of Disability Services, 280 Noble Hall, 970-247-7383, and/or jenkins_d@fortlewis.edu for an appointment as soon as possible.

6. COURSE REQUIREMENTS AND GRADING POLICY

- **Participation (40%):** You are expected to attend, and participate, in class lectures and workshops. Your participation grade will consist of the following components, each of which is explained in detail on the course website:

- Fieldnotes I (5%)
- Fieldnotes II (5%)
- Research Proposal (10%)
- StoryCorp Interview and Transcription (10%)
- Data analysis (5%)
- Focus Statement (5%)

- **Final Essay and Field Journal (30%):** At the end of the semester you will turn in a thoroughly researched, and carefully written ethnographic study. Your study should reflect your observations from the field as well as your assessment of existing research related to the social issue you chose to study. In addition to your study, you will turn in a detailed field journal with thoughtful entries from class as well as from the field.
- **Final Presentation (15%):** Toward the end of the semester students will present their findings from their ethnographic study to the rest of the course. Additional information concerning this assignment will be provided on the course website.
- **Final Exam (15%):** For your final exam, you will turn in a 900-word article designed to inform a general audience about the issue you studied throughout the semester. Your article should follow the basic guidelines outlined on the course website.
- **Written work:** Unless otherwise specified, all written work must be typed, double-spaced, 12-point font (Garamond or Times New Roman preferred), with 1” margins on all sides. In general students should follow American Sociological Association (ASA) guidelines. (See link on course website for specifics.) Hard copies of papers should be during class unless I request a digital copy. Late papers will be penalized with a 10-point deduction for *each day* after the deadline.
- **Extra Credit:** For each essay, if you utilize the writing lab I will increase your final grade, for that particular assignment, by 5 percent. You will need to provide edited drafts with your final essay.
- **Making up work:** If you ask me to make up work, including quizzes, due to an illness or an accident or a death in your family, please provide a doctor’s note, emergency room paperwork, police report, or some other form of documentation to corroborate the reason for your absence. This needs to be presented in the next class session you attend.

7. GRADING SCALE

Letter Grade	GPA	Percentage
A	4.0	94-100%
A-	3.7	90-93%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1.0	60-66%
F	0.0	0-59%

8. REQUIRED TEXTBOOK(S)

Required Text

-*Evicted: Poverty and Profit in the American City* by Matthew Desmond (ISBN: 978-0-553-44745-3)

-*Gang Leader for a Day* by Sudhir Venkatesh (ISBN: 978-0-141-03091-3)

-Additional readings are available as PDFs on my website: benjaminjameswaddell.com

9. COURSE OUTLINE AND TOPICS

Date	Topic	Reading	Assignments
Week 1: Creating a writing community			
09/02	Intro to Course	-Syllabus (benjaminjameswaddell.com) -“Tips for being a successful student.” (Website.)	
09/04	What is an ethnography?	-“Putting Ethnographic Writing in Context.” (Website.) -Visit and explore Undergraduate Ethnography and Engaging Communities	
09/06	Why do we write?	- <i>Evicted</i> , 1-44.	
Week 2: Intersection of Biography and Society			
09/09	Who are you?	- <i>Evicted</i> , 315-336. -In-class positionality exercise (in-class)	
09/11	Research topics	- <i>Evicted</i> , 44-94.	
09/13	Research topics	- Albuquerque Bus Stops (read 1 entry) -Workshop: Choosing a research site	
Week 3: Getting into “The Field”			
09/16	Settings	- Selecting a field site and Field Site Access -Research settings activity (in-class)	
09/18	Ethic	- <i>Evicted</i> , 94-144. - Framing Ethical Research	
09/20	Fieldnotes I	-Workshop: Expanded Fieldnotes I	- <i>Fieldnotes I</i> Due
Week 4: Listening, Observing, Participating			
09/23	Fieldnotes	- Writing Fieldnotes	
09/25	Fieldnotes	- <i>Evicted</i> , 144-197.	
09/27	The proposal	-Workshop: In-class review of research proposal	- <i>Research Proposal</i> Due
Week 5: Semi-directed interviews			
09/30	Interviews	-A Cautionary Tale: Discriminatory Lending (website) -Semi-directed interview protocol (website) -Notes from the field (website)	
10/02	Interviews cont.	- <i>Evicted</i> , 197-242.	
10/04	Questions	-Workshop: Developing good questions -Bring your cellphone and download storycorp app! -Explore storycorps.org	
Week 6: Research and Writing Resources			

10/07	Using the library	-Library Research Skills, Reed Library 131 (computer lab, tentative)	
10/09	No class	-Research day (conduct interview)	
10/11	No class	-Research day (conduct interview)	- <i>StoryCorp Interview</i> due
Week 7: Initial Hunches, Emerging Themes			
10/14	Themes	- “Techniques to Identify Themes.”	
10/16	Themes	- <i>Evicted</i> , 242-313.	
10/18	Fieldnotes II	-Workshop: Expanded Fieldnotes II	- <i>Fieldnotes II</i> due
Week 8: Arts-Based Research (ABR)			
10/21	ARB	-Analytical Filmmaking (Website.) <i>The Other Side of Immigration</i> (in-class)	
10/23	ARB	- <i>Gang Leader for a Day, Chapter 1</i> , 1-27	
10/25	ARB	-Workshop: ABR approach for your research? -In-class activity	
Week 9: Data Analysis			
10/28	Data analysis	- Connecting data, theory, and secondary sources	
10/30	Labeling	- <i>Gang Leader for a Day, Chapter 2</i> , 27-67	
11/01	Coding	-Workshop: Data analysis and coding	- <i>Data analysis</i> due
Week 10: The Writing Process			
11/04	Writing	-Bringing it all together	
11/06	Writing	- <i>Gang Leader for a Day, Chapter 3</i> , 67-113	
11/08	Writing	-Workshop: Developing a focus statement	- <i>Focus Statement</i> due
Week 11: Alternative Voices			
11/11	Your voice	-Exploring voice -Read an essay at Undergraduate Ethnography	
11/13	Your voice	- <i>Gang Leader for a Day, Chapter 4 and 5</i> , 113-185	
11/15	Your voice	-Workshop: Finding a voice that works for you	
Week 12: Findings, Significance, Relevance			
11/18	1 st draft	- The Writing Process - <i>Gang Leader for a Day, Chapter 6, 7, and 8</i> , 185-285	-Bring 1 st draft to class!
11/20	1 st draft	-Workshop: Peer-review edits	-Bring 1 st draft to class!
11/22	1 st draft	-Workshop: Presenting your findings	-Bring 1 st draft to class!
Week 13: Fall Break			
11/25	No Class	-Break	-Work on final essay
11/27	No Class	-Break	-Work on final essay
11/29	No Class	-Break	-Work on presentation
Week 14: Final Presentations			
12/02	Final Presentations		-Final essay due.
12/04	Final Presentations		
12/06	Final Presentations		
Week 15: Final Presentations			
12/09	Final Presentations		
12/11	Final Presentations		
12/13	Final Presentations		
Week 16: Final Exams			

12/18	-900-word essay due by 12/14 @ 5:00pm. -Stop by Jones 109 between 9:45-11:45am to try some homemade tamales!
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