

Last Updated: August 2, 2022

Sociology S1000 – The Social World

Summer 2022 (Session B: July 5th-August 12th)

Location: 303 Hamilton Hall

Instructor: Anna Hidalgo (aph2144@columbia.edu)

Tuesdays & Thursdays, 1:00pm-4:10pm

The Social World

The Social World is an introduction to the discipline of Sociology—how sociologists understand and study the world. The aim is to provide a broad (though not comprehensive) overview of some of the questions and issues that sociologists grapple with. We will read about and discuss (among other topics): the individual and society, deviance and social control, how class works in America, why men whose masculinity is threatened express interest in purchasing an SUV, why college students have sex, why the “born this way” narrative of homosexuality/queerness can be counterproductive, the social meaning of money, and the social basis of disease and illness.

Throughout the course we will integrate core sociological theory and concepts, with attention to the methods employed by sociologists, to make sense of real-life issues and questions and understand the structures, institutions, and relations that shape our social world. We will draw from contemporary examples to connect the concepts and theories that we are learning in the classroom to the current moment, and you will also be encouraged to reflect on your own biography/life-story to understand the real-world consequences of what we study.

A key goal of this class will be to help you become more critical and informed consumers of information. We are currently living in an age of “information-glut”: there is too much information for any single individual to absorb and make sense of. Information overload can lead to difficulties in understanding and evaluating the information we have, and can hinder effective decision making. In this course, we will develop our analytical abilities to help us interpret and judge arguments and evidence. We will do this by using a sociological lens to help us critically contextualize and make sense of the information we encounter.

Office Hours

Office hours are scheduled times, outside of class, when instructors meet with students to discuss course materials or other related interests you have. Office hours may also be used to discuss any concerns or difficulties you have related to the class.

My office hours will be held via Zoom on Wednesdays from 5:30-6:30 PM. You can find the Zoom link on the course canvas website. If you have a scheduling conflict (e.g., work or another class), you may also schedule a virtual or in-person appointment to meet with me by sending an email.

Office hours will start Wednesday, July 13th and end Wednesday, August 17th.

Classroom Policies

Attendance & Participation

Because of our brief time together, only six weeks, you are expected to attend every class, to arrive on time, and to engage with the instructor and your classmates. The School of Professional Studies has explicitly asked all summer instructors to teach in person, so this class does not offer a hybrid or virtual option for attending (unless you receive an exception from the university).

Nevertheless, if you do not feel well or have a known exposure to Covid-19, please stay home. You should email me before class to let me know you will not be attending.

Excessive, unexcused absences will jeopardize your participation grade and your ability to pass this course. Moreover, participation involves more than just attending class. You are expected to come to class prepared (e.g., do the reading!), ask questions, and actively engage in discussion with me and your classmates. The quality of our class is a collective responsibility between you, me, and your classmates.

In-Class Technology

Please only use laptops to write notes and engage with course materials. Please put phones away, and/or place in Airplane or “Do Not Disturb” mode during class. We will have designated breaks during class during which you are welcome to check your phone and doom scroll the internet.

Communication

Please allow 24-48 hours for responses to emails. Please review the syllabus and canvas website prior to emailing. If the answer to your question is in the syllabus, you may not receive an email response.

Academic Integrity

Please refer to Columbia’s Academic Integrity policy here:

<http://www.college.columbia.edu/academics/academicintegrity>

You are expected to be honest in your conduct of this course. Please do not cheat, plagiarize, or submit the work of other students, scholars, or internet agents. Remember to provide full citations of others’ words and ideas in your work. If you have questions about how to do this, please meet with me.

Academic dishonesty will result in failure of the course.

Class Materials & Structure

Reading

All readings can be found on the course Canvas website. You can find the list of scheduled readings, by week, below. Please complete the assigned reading before our class meeting.

Class Structure

Our class meetings will generally follow a structure.

Hour 1

1-1:15pm: Check-in & in-class writing prompt

1:15-2:00pm: Lecture

2:00-2:15pm: Break 1

Hour 2

2:15-3:15pm: Finish lecture (if applicable); class discussion & student presentations

3:15-3:30pm: Break 2

Hour 3

3:30-4:10pm: Finish class discussion & student presentations (if applicable); open class discussion, group or individual work.

Assignments

Your grade will be composed of three parts:

In class participation/ short writing prompts (25%): This portion of your grade is informed by your class attendance and participation record. As outlined above, you are expected to attend every class and to arrive on time. You are expected to come to class prepared (e.g., do the reading!), ask questions, and actively engage in discussion with me and your classmates. Unexcused absences will jeopardize your participation grade.

Part of your participation grade will be based on frequent, short, in class writing prompts. These will be graded with a simple check (✓, ✓+, ✓-).

In class presentation or short podcast episode (25%): During our first week of class you will sign up in groups of 2-3 to either lead an in-class presentation or record a short podcast episode. The presentation or episode will be based on the lecture and/or class readings; you will also include at least one source outside of the materials covered in class. Further guidelines will be provided.

Sign-up for a presentation or podcast slot here:

<https://docs.google.com/spreadsheets/d/1i17MmK2Ni0Iu6OAO0uHIBhAo4LqRpBHWcHRshTvMfVA/edit?usp=sharing>

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Final paper (50%): For your final paper you have the option of either writing a “sociological memoir,” or a sociological analysis of a current event in the form of an essay or an Op-Ed. Papers should be 8-10 pages long. You will have an opportunity to do some pre-writing and brainstorming in class. Further guidelines will be provided.

Late Work

If you need extra time to complete your work, please contact me *ahead of time*. I am generally sympathetic to requests for extra time, but because the summer term is so short there is only so much I can do. The most important part is to communicate with me beforehand so that I can help. You may contact me via email and/or during office hours.

Grades are due 7 days after the end of course, for our class that is **Thursday, August 18th**. That means that the latest I can receive your work (and still grade it), is **Tuesday, August 16th**.

Course Schedule

Week 1

Class 1: The Sociological Imagination; Social Structure and the Individual

No Reading

Class 2: Foundations of Sociology

- C. Wright Mills, 1960, “The Promise of Sociology,” in *The Sociological Imagination*, Oxford University Press
- Patrick Blanchfield, 2020, “The Town That Went Feral,” *The New Republic*
- Tressie McMillan Cottom, 2022, “How to avoid drowning in an ocean of information,” *The New York Times*

Week 2

Class 3: Social Class and Inequality

- Eric Olin Wright and Joel Rogers, 2010, “Chapter 12: Class” and excerpt from “Chapter 13: Persistent Poverty and Rising Inequality,” in *American Society: How It Really Works*, WW Norton & Company
- Anne Helen Peterson, 2020, “America’s Hollow Middle Class,” *Vox*
- Matthew Desmond, 2017, “How Homeownership Became the Engine of American Inequality,” *The New York Times*

Class 4: Race and Ethnicity

- Dorothy Roberts, 2011, “Chapter 1: The Invention of Race,” in *Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty-First Century*, The New Press
- Devah Pager, 2003, “The Mark of a Criminal Record,” *American Journal of Sociology*
- Tiffany Huang, 2021, “Negotiating the workplace: second-generation Asian American professionals’ early experiences,” *Journal of Ethnic and Migration Studies*

Week 3

Class 5: Gender

- Robb Willer et al., 2013, “Overdoing Gender: A test of the masculine overcompensation thesis,” *American Journal of Sociology*
- Tey Meadow, 2018, “Chapter 6: Telling Gender Stories” in *Trans Kids: Being Gendered in the Twenty-First Century*, University of California Press
- Hilary Levey Friedman, 2013, “Soccer Isn't for Girly-Girls? How Parents Pick the Sports Their Daughters Play,” *The Atlantic*

Class 6: Sexuality

- Heidi Gansen, 2017, “Reproducing (and Disrupting) Heteronormativity: Gendered Sexual Socialization in Preschool Classrooms,” *Sociology of Education*
- Jennifer Hirsch and Shamus Khan, 2020, “Chapter 4: What is Sex For?” in *Sexual Citizens: Sex, Power, and Assault on Campus*, WW Norton & Company
- Shamus Khan, 2015, “Not Born This Way,” *Aeon*

Week 4

Class 7: Culture

- Lauren Rivera, 2012, “Hiring as Cultural Matching: The Case of Elite Professional Service Firms,” *American Sociological Review*
- Jessie K. Luna, 2019, “The Ease of Hard Work: Embodied Neoliberalism Among Rocky Mountain Fun Runners,” *Qualitative Sociology*

Class 8: Education

- Jessica McCrory Calarco, 2018, “Chapter 1: Coached for the Classroom” in *Negotiating Opportunities: How the Middle Class Secures Advantages in School*, Oxford University Press
- Anthony Abraham Jack, 2019, “Introduction: Can Poor Students Be Privileged?” in *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*, Harvard University Press
- Derrick Darby and John L. Rury, 2017, “When Black Children Are Targeted for Punishment,” *The New York Times*
- Alia Wong, 2016, “How School Suspensions Push Black Students Behind,” *The Atlantic*

Week 5

Class 9: Deviance, Social Control, and Punishment

- Neil Gong, 2019, “Between Tolerant Containment and Concerted Constraint: Managing Madness for the City and the Privileged Family,” *American Sociological Review*
- Ellis Monk, 2018, “The color of punishment: African Americans, skin tone, and the criminal justice system,” *Ethnic and Racial Studies*
- Victor Rios, 2012, “Stealing a Bag of Potato Chips and Other Crimes of Resistance,” *Contexts*

Class 10: Health and Illness

- Bruce G. Link and Jo Phelan, 1995, “Social Conditions as Fundamental Causes of Disease,” in *Journal of Health and Social Behavior*
- Paul Campos et al., 2005, “The epidemiology of overweight and obesity: public health crisis or moral panic?” *International Journal of Epidemiology*
- Tressie McMillan Cottom, 2019, “I Was Pregnant and in Crisis. All the Doctors and Nurses Saw Was an Incompetent Black Woman,” *Time*

Week 6

Class 11: Economic Sociology

- Ofer Sharone, 2013, “Why Do Unemployed Americans Blame Themselves While Israelis Blame the System?” *Social Forces*
- Viviana Zelizer, 2017, “A Dollar Is a Dollar Is Not a Dollar: Unmasking the Social and Moral Meanings of Money,” *L.A. Review of Books*
- Pick 1-2:
 - Noam Scheiber, 2017, “[How Uber Uses Psychological Tricks to Push Its Drivers’ Buttons](#),” *The New Times*
 - Alana Semuels, 2018, “[The Internet Is Enabling a New Kind of Poorly Paid Hell](#),” *The Atlantic*
 - Jodi Kantor, 2014, “[Working Anything but 9 to 5](#),” *The New York Times*

Class 12: Course Wrap-up

- Mario Luis Small, 2018, “Rhetoric and Evidence in a Polarized Society,” Public lecture for the Coming to Terms with a Polarized Society Lecture Series, ISERP, Columbia University

Presentation or Podcast Assignment

During the course of the semester you will have the option to either co-lead an in-class discussion or record a short podcast about one of the topics covered in class. This assignment is worth **25%** of your final grade. Please refer to the attached Grading Rubric to understand how your grade will be assessed.

This assignment should be completed in groups of 2-3 people. Sign-up for a presentation or podcast slot here:

<https://docs.google.com/spreadsheets/d/1iI7MmK2Ni0Iu6OAo0uHIBhAo4LqRpBHWcHRshTvMfVA/edit?usp=sharing>

Assignment Instructions

In-Class Presentation

Your group will be responsible for putting together a short presentation (~15-20 minutes) on the day's class topic.

The presentation should draw from the class readings. You should also include at least one source drawn from outside of the materials covered in class (for example, you can share an article, video, audio, image, or other media related to the topic, provide an example from history, in the news, or pop culture, bring in another academic source, etc.). This source should help us further understand or apply the topic discussed.

Following your presentation, your group will help me co-lead our class discussion for the day. You should prepare at least 2 questions for our class discussion.

Podcast

Your group will be responsible for recording a short podcast episode (~10-20 minutes) on your chosen topic.

The podcast should be based on the class lecture and readings (and you can also draw from our class discussion). You should also include at least one source drawn from outside of the materials covered in class (for example, you can share an article, audio, or other media related to the topic, provide an example from history, in the news, or pop culture, bring in another academic source, etc.). This source should help us further understand or apply the topic discussed.

I suggest you listen to one or two episodes of a podcast (if you don't already) to give you an idea of how to structure your podcast episode. Your podcast does not have to be as professional or "polished" as an actual podcast episode. You can record and edit using your phone. It is ok to have some minor errors, you do not need to provide intro/outro music, etc. Basically, I want you to record an engaged, informal conversation between the members of your group on the topic you've chosen. You may want to write a script or outline/notes to help you guide the conversation and ease the recording process.

Assignment Tips

As you prepare your presentation or podcast, here are some things you should consider including:

- Introduce yourselves and your topic
- Provide a brief summary of the readings. What did you like about the reading? What did you dislike?
- What did you know about this topic before lecture/doing the class reading?
- What did you learn from lecture, the class reading, and/or our class discussion? What surprised you, or changed the way you think about the topic?
- How does what you learned connect to other topics we've covered in class so far?
- How does what you learned connect to your experiences, and/or to current or historical events?

For those who choose to record a podcast, here are some (sociology-themed) podcasts you can listen to as examples:

- Sociology Sessions by A Sociology Experiment
- Sociology Ruins Everything by Matt Sedlar
- The Social Breakdown

And if you need to edit the audio for your podcast, here is some free software you can use:

- Windows: Audacity (<http://www.audacityteam.org/>)
- Mac: Garage Band (you can also use Audacity on Mac)
- Some phones also allow you to edit audio (i.e., the Voice Memo app on the iPhone)

Assignment Submission

In-Class Presentation

The in-class presentation is to be completed during the class when we are covering that topic.

After completing your in-class presentation, every member of the group must submit and upload the "Group Work Assessment" document to Courseworks under "Assignments."

Podcast

The podcast recording should be completed and submitted by the Friday of the week your topic is covered if your chosen topic is on a Tuesday, or by the Monday of the following week your topic is covered if your chosen topic is on a Thursday. So, for example, if you choose to record a podcast on Class 5: Gender, which falls on Tuesday, July 19th, you should plan to submit your podcast by Friday, July 22nd. If you choose to record a podcast on Class 6: Sexuality, which falls on Thursday, July 21st, you should plan to submit your podcast by Monday, July 25th.

If you plan to submit a podcast episode based on the topics covered during the first 4 classes of the semester, please consult with me on your due date.

Podcast audio can be uploaded to Courseworks under "Assignments." In addition to submitting your audio, every member of the group must submit and upload the "Group Work Assessment" document to Courseworks under "Assignments."

Group Work Assessment

Please submit an assessment that addresses the following questions about your collaboration with your presentation/podcast group partner(s). Do not write more than one page. Your partner(s) will not see what you write.

1. Did you and your partner(s) put equal effort into the project?
2. How much had each of you studied and understood course materials relevant for the assignment?
3. Was the group work a positive experience?
4. Is there anything else we should know that might affect your or your partner(s)' grade?

This assessment should be submitted via Courseworks within two days of your in-class presentation or submission of your podcast assignment.

Student Name: _____

Presentation Topic: _____

In-Class Presentation Grading Rubric

Presenters showed a clear understanding of the class readings, as based on their summaries and how they otherwise referred to and engaged with the texts.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Presenters included at least one appropriate source drawn from outside of the materials covered in class, and made thoughtful connections between their source(s) and the class material.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Presenters prepared at least 2 questions for our class discussion. Questions were thought-provoking and helped to stimulate class discussion

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Presenters participated equally, remained on topic, and engaged the broader class in a thoughtful manner.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Presentation lasted an appropriate amount of time

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Presenter submitted the Group Work Assessment document within two days of their presentation.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Student Name: _____

Podcast Topic: _____

Podcast Grading Rubric

Podcasters showed a clear understanding of the class materials, as based on their summaries and how they otherwise referred to and engaged with class readings, lectures, and discussion.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Podcasters included at least one appropriate source drawn from outside of the materials covered in class, and made thoughtful connections between their source(s) and the class material.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Podcasters participated equally and engaged each other in clear, thoughtful, relevant conversation.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Podcast lasted an appropriate amount of time

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Podcaster submitted the Group Work Assessment document within two days of submitting their podcast.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Final Paper Guidelines

For your final paper you have three options: writing a sociological memoir, writing an essay that provides a sociological analysis of a current or historical object or event, or proposing an original creative project. The purpose of this assignment is to demonstrate how you have developed a sociological imagination during the course of this class, and how you are able to apply it to gain a deeper understanding of the social world.

The final paper is worth 50% of your final grade. Please refer to the attached Grading Rubric to understand how your grade will be assessed.

Submit your final paper via Courseworks by **midnight on Monday, August 15th**.

Assignment Instructions

Sociological Memoir

Your first option is to write a sociological memoir. In our first class we learned that C. Wright Mills defined the sociological imagination as the ability to see and understand the world through the lens of history *and* biography.

A memoir is a piece of nonfiction narrative writing based on your personal memories. For this assignment, I am asking you to recount and reflect on some aspect of your life through a sociological lens. Think about your life and analyze it through the lens of both history *and* biography. What aspects of the social structure shaped your life, options, preferences, decisions, and outcomes? How did you/do you make sense of this?

You can choose what aspect or part of your life to write about, but you must draw from at least two concepts discussed in class when analyzing it sociologically. Make sure to support your argument with evidence, and with sociological academic sources (from our readings/lectures, and/or sources you find through online academic databases). Finally, conclude by explaining how/why a sociological analysis allows us to better understand the topic you've written about.

Example: One approach might be that you pick two topics we covered in class (e.g., Education and Class) and then discuss these topics by drawing from your life experience(s). Another approach might be to pick a particular aspect of your life (your background, family, upbringing, schooling, hobbies, etc.) and discuss and analyze it by drawing from sociological concepts discussed in class.

Sociological Analysis Essay

Your second option is to write an essay that provides a sociological analysis of a historical or current object or event. This can come from the news or from popular culture.

Explain the subject/object you are discussing, and draw from at least two concepts discussed in class to analyze it sociologically. Make sure to support your argument with evidence, and with sociological academic sources (from our readings/lectures, and/or sources you find through online academic databases). Finally, conclude by explaining how/why a sociological analysis allows us to better understand the topic you've written about.

Example: You might talk about current events and debates, for example on gun control or climate change, and analyze them by discussing them via two topics we've covered in class (e.g., Gender and Health). Alternatively, you might discuss a meme or other online phenomenon and explain and analyze it using topics or concepts we've covered in class.

Other Creative Project

A final option is to propose a different sort of creative project. If you take this route, you should receive approval from me by Tuesday, August 2nd at the latest. Whatever form your project takes you will still be asked to engage with at least two sociological concepts covered in class (as described in the options above), and you will also need submit some sort of written component with it. We can decide on the details of this together.

Assignment Requirements

Feedback Report

Regardless of which final paper style you choose, you are required to get feedback at least twice before submission.

You will have at least one opportunity to get feedback in class (we will do an activity together). You can use that opportunity to workshop and/or brainstorm an idea with your classmate(s), or to share an early draft or outline.

The second round of feedback is done on your own. Getting feedback may look like the following:

- Asking a classmate, friend, sibling, teacher, parent, etc. to discuss your idea with you and/or read a draft and give you feedback
- Meeting with Anna during office hours
- Going to Columbia's Writing Center (flyer attached)

Please submit a brief report (1-2 paragraphs, max) reflecting on your experience getting feedback on your final paper. In the report, you should explain when, how, and from whom you got feedback. You should also briefly reflect how the feedback helped you in developing and writing your paper. Attach the feedback report to your final paper when you submit it.

Formatting

Papers should be formatted as follows:

- PDF or Microsoft Word Document
- 8-10 pages long
- 12-pt standard font
- Double spaced
- 1" margins
- Include page numbers
- Appropriately cite any sources you use, and list references using the [ASA style](#)
- Attached a Feedback Report (see above)

Student Name: _____

Final Paper Grading Rubric

Student chose an appropriate topic suitable and relevant for sociological analysis and discussion, and clearly explained/described their topic.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Student integrated at least two sociological concepts drawn from materials covered in class, demonstrated clear understanding of concepts, and made thoughtful connections between their topic and these sociological concepts.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Paper is well balanced, paying appropriate attention to both describing its topic and providing a sociological analysis of it.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Student supported their argument with ample and appropriate evidence drawn from their topic, and from sociological academic sources (from class readings/lectures, and/or sources found through online academic databases).

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Student concluded with a discussion exploring how/why a sociological analysis allows us to better understand their topic.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Paper is proofread. It is clearly and compellingly written, well organized, and has minimal/no grammatically or spelling errors.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Student sought feedback at least twice, and included a feedback report with their paper submission.

Exemplary *Very Good* *Good* *Satisfactory* *Poor*

Paper is correctly formatted including length, margins, fonts, citations, etc. (see formatting guidelines).

Exemplary *Very Good* *Good* *Satisfactory* *Poor*



FAQ

Who can visit the Writing Center?

Undergraduate and graduate students enrolled in Columbia courses may visit at no charge. Exceptions are Barnard, Teachers College, and Social Work students, who must use the writing centers in their home programs unless they are writing for classes in colleges that we serve.

What does the Writing Center offer?

Writing consultations: 45-minute, one-on-one sessions with a writing consultant to discuss your writing project.

Why should I visit?

To grow as a reader, writer, and thinker. We attend to both the short-term goal of improved papers and the long-term goal of improved writing, critical thinking, and reading. Your session is an opportunity to have an in-depth discussion about your work with a helpful, expert reader.

What happens in a consultation?

The consultant typically begins by asking “What are you working on?” “Where are you in the project?” and “What would you like to focus on today?” Together, you’ll read the assignment and whatever writing you bring in. Then you’ll discuss your areas of concern and develop strategies that will work best for you.

What kind of writing can I bring in?

Any kind. You’re welcome to bring in any academic or non-academic writing project.

What can you help me with?

You name it. We can help you develop and structure your thoughts, find and employ research, connect ideas, sustain a reader’s attention, understand a genre’s conventions, cite sources, polish prose, and improve your understanding of grammar and mechanics.

What doesn’t happen?

Quick fixes. Instead, we focus on long-term improvement. Thus, we leave proofreading up to you (though we’re happy to teach you the skills to proofread your own work). And because grades are between you and your professor, we don’t discuss them.

How much can I cover in a session?

Expect to focus on 2 or 3 areas of concern during one visit. Our goal is not to show you how to perfect your project but how to help it progress to the next step. We find that writers are most effective when they tackle just a few issues in one draft.

Should I wait to come in until I have a polished draft?

Nope. Come in at any stage of the writing process—even before you start writing. We’re happy to look at notes, outlines, or early drafts. Often our feedback can be most helpful in a project’s early stages.

Who are the consultants?

Graduate students and professional writing teachers who care about writers. You can view their bios on our website.

Is my visit confidential?

Your consultation stays confidential unless you ask us to notify your instructor.

How can I schedule a consultation?

To make an appointment and view drop-in hours, go to bit.ly/columbiawritingcenter and register for an account on our scheduling system.

310 Philosophy Hall

May 23 - August 12
M-Th: 10am - 5pm

writingcenter@columbia.edu
212-854-3886

bit.ly/columbiawritingcenter

Sessions available via Zoom
and in-person.

Shed **light** on your writing.

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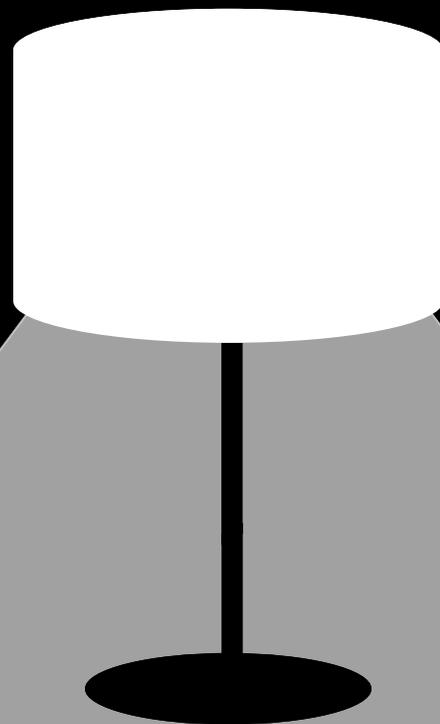
A component of the Undergraduate Writing Program

First thoughts

to final drafts,

first year

to dissertation





Anna Patricia Hidalgo <aph2144@columbia.edu>

Writing Support for your Students

Jason T Ueda <jtu2102@columbia.edu>

Tue, Jul 5, 2022 at 12:26 PM

Hello!

Please let your writers know the Writing Center (310 Philosophy) will be open to help support them for the summer session. Please feel free to forward to your students.

One note: If you plan to allow your students to visit us for any take-home exams, **please explicitly state your permission on the exam materials**. Our default is to not meet with exam takers.

Our summer flyer is attached.

All best,
Jason

Hello writers!

The Writing Center will be open for summer session now and until August 11th. Our hours are M-Th, 10-5. Writers can learn more about what we do and see our availability [here](#).

(NB, student users can see 4 calendar days at a time; every 24 hours the scheduler auto-uploads the next fourth day at around 1am ET.)

Our consultants offer descriptive feedback on writers' work and seek to make interventions in their writing process so that they can apply those methods and skills to current and future projects. All of our consultants are trained as generalists, with an eye toward argument, clarity, and overall writer development.

If you plan to visit us for any take-home exams, **please ask your professor for explicitly stated permission via email**. Our default is to not meet with exam takers.

If you have trouble securing an appointment, we have limited drop-in hours. To view the hours, please click [here](#).

If you have any questions large or small, please do reach out.

All best,
Jason

Jason T. Ueda
Coordinator
[Writing Center](#)
Columbia University
office: 212.853.8787



Flyer_summer 2022.pdf

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Finding Academic Sociological Sources

For your final paper, I am asking you to support your argument and analysis with academic sociological sources. These can be drawn from our class readings and lectures, but in some cases you may find you need to do additional research to help you make, support, or clarify your argument. The following is a list of resources you can use in this process.

**I recommend using CLIO to access online resources/databases to avoid paywall issues*

- **Oxford Bibliographies:** provides an overview and list of key sources on different topics
 - Browse by Subject > Sociology
- **Annual Review of Sociology:** this is a journal that publishes overviews of research on various topics. It gives you an idea of the "state of the field" in particular topics. You can use an article's works cited as a source to find other things of interest to read
- **Google Scholar**
 - Use search terms (OR; quotations for exact match)
 - Sort by relevance, publication date
 - Citing references
 - Related records
- **Academic Journals**
 - American Sociological Review
 - American Journal of Sociology
 - Gender & Society
 - Sexualities
 - Cultural Sociology
 - Social Problems
 - Ethnic & Racial Studies
 - Sociology of Education
 - Also: look at the journals where work you are interested in has been published
- **Columbia Library**
 - Lehman Social Sciences Library (in SIPA)
 - Subject specialists: <https://library.columbia.edu/about/staff/subject-specialists-by-subject.html>
 - "Ask a Librarian"
- **Anna:** talk to me/come to office hours for help locating other sources!