Advanced Sociological and Anthropological Writing

Pamela Feldman-Savelsberg
Remote office via Zoom; Carleton office: Leighton 233, x4113
Outdoor office hours on lawn in front of Leighton
Email: pfeldman@carleton.edu

Covid Safety: To protect us all, masking is required in the classroom.

Office Hours: Alternating weeks on Tuesday and Thursday afternoons, I will hold in-person office hours either in the Africana Studies lounge on 4th Leighton or outdoors, on the lawn in front of Leighton Hall. (Check my Google Calendar for locale.) The rest of my office hours will be held by Zoom on Mondays 1:00-3:00pm CT Meeting ID: 913 4465 0783; Passcode: 334704, with a waiting room. Please wait patiently while I finish up with my previous appointment. Please email me for a special appointment if these times absolutely do not work for you. Please click here to sign up for 15-minute time slots via Google calendar. Thank you!

Essential Short-Form Description

In this course, you will learn to think, act, and write like a professional sociologist or anthropologist by:

✓ Engaging in writing exercises
✓ Courageously sharing drafts with your colleagues, accompanied by Focus Notes
✓ Learning-through-solidarity by being an excellent peer editor, including writing Editing Notes
✓ Reading both explanatory and exemplary materials, many of which you will choose yourself to enhance research for your comps
✓ Discussing and debating with your colleagues
✓ Drafting sections of your comps proposal and comps paper that are due in Fall Term
✓ Looking ahead to comps winter plans, presentations, and cover letters for post-Carleton applications
✓ Foster community among your cohort of majors

Purposes/Aims of the course:

✓ Support for writing aspects of comps (so can focus on content with advisors)
✓ Expand your sociological and anthropological writing imagination and voice
✓ Provide professional socialization in sociology and anthropology
✓ Build solidarity in your SOAN cohort
✓ Contribute to your mental health by making a supportive space to work on comps and embrace drafts

Moodle will be our central hub for communication, readings, assignments, turn-ins. Please check Moodle and your email daily. I will return papers to you via e-mail, using Track Changes to give you comments. (Thus, please write your papers in MS Word if at all possible!) I can also do this in Google Docs, which is easier for me than commenting on a pdf. Course requirements and additional information and resources are listed after the day by day, week by week readings. None of us can anticipate what will happen in the midst of an everlasting pandemic; we will have to be flexible—and keep communicating to maintain our classroom community.
Long-Form Description
Did you ever... Feel simultaneously excited and nervous about launching into comps, what may well be your first major independently produced research and writing project? ...Sharpen 20 pencils at once, invest heavily in color-coded note cards, or engage in other “secular rituals” to magically control the risks of writing? ...Wonder what formatting rules are good for, and worry that they get in the way of your creativity? ...Feel mystified about how anthropologists and sociologists—as authors—make it into print? ...Struggle to explain how sociology and anthropology differ and how they interact?

Advanced Sociological and Anthropological Writing builds upon experience you already have with writing in the major, to prepare you for the writing and presentation components of your senior comprehensive exercise and for lives of effective written communication beyond Carleton. This course explores different genres of writing and different audiences for writing in the social sciences, focusing particular attention on scholarly articles published in professional journals in sociology and anthropology. Students analyze sociological and anthropological articles regarding commonalities and differences in academic writing in our two sister disciplines. Students work on their own academic writing process (with the help of peer-review and instructor feedback). Writing exercises, and readings, are designed to push your comps forward. We break comps writing down into component elements on which students practice and revise their work. In more poetic terms, we use the concept of “thinking across the page” to break the writing process into “pages” that are in some way “thinkable.”

Goals and SLOs
The Sociology and Anthropology Department aims for students to acquire six student learning outcomes (SLOs). In this course, we focus on the following three:

✓ Formulate appropriate sociological and/or anthropological research questions about sociocultural phenomena
✓ Applying sociological theory to analyze sociocultural phenomena;
✓ Select appropriate sociological and/or anthropological research methods to analyze sociocultural phenomena

My additional goals for this course are to have you approach the research for your comprehensive projects without fear, produce innovative and thoughtful writing, develop your voice as a sociologist-anthropologist, and learn the discipline and joys of revision. I aim to provide you some professional socialization within sociology and anthropology and to foster a scholarly community within the classroom and among a cohort of majors.

Term at a Glance

<table>
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<tr>
<th>Date</th>
<th>Topics</th>
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<tr>
<td>9/13-10/3</td>
<td>Part I: Proposals, Introductions, Writing with Numbers, Citation Styles</td>
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<td>10/4-11/7</td>
<td>Part II: Scholarly Research Article Model, Literature Reviews, Linking Theory, Methods, and Analysis, Positionality</td>
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<td>11/8-11/15</td>
<td>Part III: Looking Toward Winter Term and Beyond: Posters/Presentations, Cover Letters, Abstracts</td>
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## Schedule

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC (Including in-class activities)</th>
<th>HOMEWORK (Bring to class unless otherwise indicated)</th>
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<tr>
<td>I</td>
<td>9/13</td>
<td><strong>First day of class!</strong></td>
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<td><strong>1a Why Write?</strong></td>
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<td><strong>1b Social Science Writing and Getting Started</strong></td>
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<td><strong>1c Establish guiding principles and expectations in peer review (writing) groups</strong></td>
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<td><strong>1d Persona, Authority, and Audience, Take One</strong></td>
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<td>“In my comps at Carleton, I considered adapting ethnographic work to standard writing conventions of the social sciences as a kind of translation, and I still think this.” –Karen Stocker ‘93</td>
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Today will be dedicated to some activities to: 1) introduce yourselves to your classmates and instructor; 2) start reflecting about SOAN writing and your budding comps projects; 3) meeting with your writing group to set group-specific ground rules; and 4) listening to Pamela’s introduction to this course. **Before class meets:**

- **Find** a SOAN paper (other than your comps proposal) that makes you proud. Write a few words in the discussion forum about why you are proud of this paper, and—more generally—your writing process.
- **Fill out** your [student survey](#).
- **Sketch** the first steps that brought you to your projects, mentioning specific people or ideas. (5 minutes; 3rd page of your student survey).

**During class:**

- **Meet** with your writing group to establish guiding principles and expectations for peer review (Record via Google Doc, share with prof by 9/14, 11:59pm)
- **Discussion/exercise** about pride in writing, and relations among persona, authority, and audience

**After class:**

- **Schedule** a time to meet with your comps advisor, preferably before/by early next week
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<th>Section</th>
<th>Activity</th>
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| 9/15  | 2a      | Establish guiding principles and expectations for class as a whole | - Read Becker, Ch 1, “Freshman English for Graduate Students”
|       | 2b      | Proposals: What good are they? | - Review SOAN guidelines on comps proposals
|       | 2c      | Fieldwork Surprises Case Problem | - Read the comps proposal you wrote in methods
|       |         | If you have changed your comps topic, write the outline of a rough draft of your new proposal and bring it to class. |
| II    | 9/20    | 3a Editing by Ear | - Read Becker Ch 4, “Editing by Ear”
|       |         | 3b Create mapping memos | - Start updating your comps proposal. If you have changed your comps topic, draft your new proposal as completely as possible.
|       |         | | - In each section of your updated comps proposal, insert in red ink or in boxes what you now need/want to change.
|       |         | | - Bring your proposal-drafts-with-red-boxes to class.
|       |         | | - In class: create memo in chart form (question, theory/concept, operationalization for data collection, methods of analysis) (We might use screen sharing to share in class!)
| 9/22  | 4a      | Good introductions | - Read the introductions of two SOAN distinction comps (in Moodle folder)
|       | 4b      | Writing with/about numbers; finding quantitative evidence to bolster opening claims | - Read Miller, *The Chicago Guide to Writing about Numbers*, Ch 8 & Ch 11, “Choosing Effective Examples…” & “Writing Introductions, Results, and Conclusions”
|       |         | Class visit by Kristin Partlo, Social Science Reference Librarian | - Locate 2 sources to connect your opening claims to quantitative data
|       |         | | - Use your searching experience to prepare questions for Kristin Partlo; Submit Via Google Docs
| III   | 9/25    | Sunday midnight draft due! | Submit your proposal draft and focus notes to your writing group by no later than 11:59pm, via Google Docs shared with your writing group and your professor
|       | (Sun)   | (If you celebrate Rosh Hashana, hand in your draft before sundown) | |
| 9/27  | 5       | Peer editing | - Bring your editing comments to class
|       |         | Class visit by Ed Liebow ’75, Executive Director of the American Anthropological Association | - In class: Meet with your writing group for exchange and discussion of comments
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| 9/29 | Peer editing II & citations | - Study the style guide you will use for comps (Sociology Style Quick Tips, or Anthropologists’ Chicago Manual Quick Guide AUTHOR-DATE version)  
- **In class:** Workshop any citation questions you may have  
- Meet with your writing group, discussing how you are implementing their comments  
- Keep working on your proposal |
| IV 10/3 (Mon) | **DEPARTMENTAL DUE DATE** | - Thesis proposal (12-15pp) and annotated bibliography due to your comps adviser, 4:00 pm (please cc your professor) |
| IV 10/4 | Scholarly article model | - Read Besnier & Morales, “Tell the Story”  
- Read Boellstorff 2010, Making Peer Review Work (up to “In This Issue”)  
- Read Boellstorff 2008/2010, How to Get an Article Accepted, Parts 1&2  
- Create your personal handout with tips drawn from the three readings above; bring it to class to share! |
| 10/6 | Key words | - **Writing warm-up HW:** Point to a key word used by the people you are studying to describe what it is they do. Drawing from your comps research, start with “___ was a major word in ___.” Describe the social setting of the word, and quote at least one person using it. If the word has multiple or shifting meanings, try to capture its various senses and consider how it shapes or is shaped by context. (1-2 pages)  
- **Turn in** to prof & bring it to class!  
- Reflect: How does this differ from “key words” listed in articles?  
- Meet with writing group to discuss next steps in comps, including how to work toward the scholarly article model. |
| V 10/11 | Comparing sociology and anthropology research articles  
Formulating a template for success (comps in [n=?] pivots) | - Read one article each—relevant to your comps—from a scholarly anthropological journal and a sociological journal  
- Write a sentence each describing the structure, arguments, data, methods, and theories of the two articles you read. (share in class and turn in) |
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<tr>
<th>Date</th>
<th>10/13</th>
<th>9 Literature Reviews I</th>
<th>10/18</th>
<th>10 Literature Reviews II</th>
<th>10/20</th>
<th>11 Peer editing of literature reviews</th>
<th>10/25</th>
<th>12 Methods sections</th>
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<td></td>
<td></td>
<td>(class taught in collaboration with Kristin Partlo)</td>
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<td>Check-ins, encouragement, and parallel writing</td>
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<td>Week 6 is coming to its end. The first draft of your comps is due in a good two weeks. Working steadily will save you time and stress later on. Make an appointment with your comps advisor if it seems helpful.</td>
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<td>Read several (≥ 3) data, methods, and analysis sections of scholarly articles relevant to your comps. Focus on data analysis.</td>
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<td>Self-assessment</td>
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<td>Tuesday midnight draft due!</td>
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<td>Bring your editing comments (and your own draft) to class!</td>
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<td>Read Brown, <em>Writing in Anthropology</em>, pp. 113-115 (short section on writing methods section)</td>
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<td><em>Have you met with your comps advisor yet?</em></td>
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<td>Meet with writing group: 1) Take stock of your comps. What could you work on to push the project forward? 2) Keep working on lit review.</td>
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<td>Recommended but not required: Miller, Ch 10, “Writing about Data and Methods”</td>
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<td>Writing assignments to bring to class:</td>
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<td>1. <strong>Map out</strong> the structure of the methods and analysis sections you read; write a brief summary of models they provide for connecting methods and analysis to the research question.</td>
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<td>10/27</td>
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<td>Theory-Methods-Data fit Peer editing of methods</td>
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<td>• 2. Map out your own methods and analysis sections. Start writing them (focusing esp. on data analysis)! (share maps in class and turn in)</td>
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<td>• Submit your methods draft and focus notes to your writing group by no later than 11:59pm, via Google Docs shared with your writing group and your professor</td>
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<th>11/1</th>
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<th>Positionality Persona, Authority, &amp; Audience</th>
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<td>• Read one of the following articles on methods and analysis:</td>
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<td>1. Corbin and Strauss (grounded theory)</td>
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<td>2. Burawoy (extended case method)</td>
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<td>3. Timmermans and Tavory (from grounded theory to abductive analysis)</td>
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<td>• Bring editing comments to class; meet with writing groups to discuss methods, and fitting theory, methods, and data analysis together</td>
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|       |    | Tuesday midnight draft due! |
|       |    | • Read Becker, Ch 2, “Persona and Authority” |
|       |    | • Read Block and McGrath, “Preface: On Collaboration and Suffering” [[pp. xvii-xix in Infected Kin: Orphan Care and AIDS in Lesotho, Rutgers University Press, 2019]] |
|       |    | • Read Kohl & McCutcheon, “Kitchen Table Reflexivity” |
|       |    | • Read a SOAN comps, taking notes on how the student writes about their positionality |
|       |    | • Recommended: |
|       |    |   1. Savelsberg, pp. 1-3 from Preface to Knowing About Genocide |
|       |    |   2. McClaurin, “Walking in Zora’s Shoes” |
|       |    |   3. Raleigh from Selling Transracial Adoption |
|       |    |   4. Morris from A Scholar Denied |
|       |    | • Answer questions about persona, authority, & audience regarding your own comps. Bring to class! (share in class and turn in) |
|       |    | • Write your own statement of positionality, discussing identity and intersectionality—and their relation to persona and authority—as related to comps (share in class and turn in) |
|       |    | • Submit the first draft of your comps paper, and focus notes, to your writing group by no later than 11:59pm, via Google Docs shared with your writing group and your professor |
### IX 11/7 (Mon)
**DEPARTMENTAL DUE DATE**

- **First draft of comps paper** (> 20 pp.) due to your comps adviser, 4:00 pm (please cc your prof)
- Take a big breath, and celebrate!

### IX 11/8
**16 Looking ahead I: Abstracts and Conclusions**

- Read the abstracts and conclusions of two research articles you are using for your comps
- Draft an abstract for your comps, and bring it to class
- In class, write an abstract in limerick form

### IX 11/10
**Looking ahead II: presenting SOAN learning in cover letters**

- Find two opportunities in Handshake that look interesting post-Carleton and write a cover letter for one of them. Make sure to articulate the transferable skills you’ve learned in SOAN
- Bring your resume and cover letter to class. (The Career Center offers resources and coaching appointments to help you get started.)

### X 11/14 (Mon)
**Check in with your comps advisor about when you should expect to receive feedback. Try to meet with them before the end of term.**

### X 11/15
**18a Looking ahead III: poster presentations**

- Class visit by Doug Foxgrover, Academic Technologist for Presentation & Visual Design

**18b Looking ahead IV: Winter break planning**

- Read Becker, Ch 7, “Getting it Out the Door”
- Collect a few visuals that could enhance your future comps poster presentation (for a workshop on visual design for academic posters)
- In class, write yourself two letters: 1) to open the first day of winter term; 2) to open when you hand in your comps!
- Write me half a page evaluating your work this term, and upload it by 5pm.

**HAVE A WONDERFUL WINTER BREAK!**
Requirements
Writing, peer review, reading, attendance, and participation requirements help us reach course goals.

- **Written requirements** beyond making progress on your comps are kept at a minimum. Writing exercises to prepare for class or to do in class are designed to foster your development as a researcher and writer and to deepen and broaden your understanding of what it means to major in sociology and anthropology.
  - While not required, I greatly urge you to engage in **fitness writing**. Imagine that you are enrolled in a fitness class—at least 30 minutes of moderate to strenuous activity at least five days per week. Aim to write—related to your comps—at least 30 minutes a day, at least five days per week. Some people prefer to work less frequently in longer chunks; the important thing is to write regularly every week!

- **Peer review**, or responding to your peer’s scholarship, in written form, is a central part of being a professional sociologist or anthropologist. It also teaches you what to aim for in your own scholarly writing, and builds community. This involves several steps:
  - **Focus notes** that you will write when submitting your work for peer review. These notes will help you reflect on your progress and enable your peer readers to best leverage their time.
  - **Editing notes** that summarize the strengths you find in your peer’s writing, as well as your suggestions and strategies for improvement.
  - **Oral commentary** you give your peers during writing group meetings in class.
  - **Writing groups** will generate guiding principles and expectations for peer review (from things you’d like reviewers to look for, to the timing of hand-ins before in-class peer-reviewing days), and will receive general guidelines from me. Who is in your writing group will change at least once during the term. Groups will be listed on Moodle.
  - **The mechanics** of sharing work for peer review will be explained toward the beginning of the term. We will use the comment and suggestion functions in Google Docs to annotate work shared in your writing group (see this [youtube video with step-by-step examples](https://www.youtube.com/watch?v=example_video_id)).
- **Focus Notes and Editing Notes** will be shared via Google Docs in a Google Folder for each writing group. Focus notes will be shared with me and all of the respective group members, with “Editor” rights to everyone in the Folder. Editing notes will be shared in their own folder for the entire writing group; we’ll see if we want to limit editing (or even viewing) rights to me and each pair of students.

- **Being a diligent peer-reviewer** is integral to your success in this class. Students who do not put effort into their editing groups will not pass the course!

- **Reading assignments**, like written assignments, are kept to a minimum. Some assignments, listed in the syllabus, are available in our course reading packet (either printed or on Moodle), *highlighted yellow on the syllabus*. Others are readings that you find yourself, directly tied to your comps research, *highlighted in turquoise on the syllabus*. All readings are essential preparation for the day’s classroom activities, and should be read before class. Howard Becker’s *Writing for Social Scientists* is available through the bookstore. We’ll be reading five chapters from it (included in the reading packet), but you might want to read more on your own. It’s a great book to own, and to keep coming back to whenever you use your SOAN skills to write. (More research and writing guides are found in the SOAN lounge bookshelf which is, unfortunately, off limits during the pandemic.)

- **Attendance and participation**—particularly presence and engagement—matter! This is a regular 6-credit class, not a study hall for working on comps. In this seminar, you’ll learn much from each other as well as from me. Don’t allow yourself to be shy, even in such a big class. *Everyone* in this cohort is valuable, and has a lot to contribute. I’ll do what I can to encourage you to participate, but ultimately it is your responsibility to be an active member of the discussion. Please plan to come to every class. If you have to miss, please let me know why *before* class; only then can your absence count as “excused.” That way I can also ask the class’ permission to record the session for your benefit.

### Grades

Because I want you to focus on your writing, not get stressed about grades, and give you the freedom to learn from making mistakes, this course is **mandatory S/Cr/NC**. In assigning your final class grade of S/Cr/NC, I will consider all relevant factors, including roughly in descending order:

- the quality of your **written work**
  - steps in the comps writing process
  - assignments in and for class
- the level of **improvement** in your writing over the course of the term, especially your reasoned attentiveness to suggestions in your revisions;
- the quality and effort you display in your **peer reviews**;
- the level and quality of your **participation** in class discussion;
- your **attendance** record.

### Citations

In your written work for this class, **anything you quote** must be cited with author’s name, date of publication, and page number. **Significant ideas** you refer to should be cited with author’s name and date of publication, in some instances with page numbers. Choose one of
the citation styles of the two major sociological and anthropological associations, and use it consistently throughout the term (and in your comps thesis):

American Sociological Association: please refer to Sociology Style Quick Tips, and find the ASA Style Guide on the bookshelf in the SOAN lounge.

American Anthropological Association: use the Chicago Manual of Style Author-Date Version. Most things you need will be covered in their Quick Guide; for more specific questions, consult the complete manual through the library. Make sure you click on the Author-Date tab (rather than using the “Notes and Bibliography” version—which is for people at the other end of Leighton Hall!).

➢ Both of these quick guides are including in your printed reading packet.

Helpful Information and Free Resources for Students

Course Materials
I have assembled a packet of required class readings from the syllabus, available on Moodle. To save your budget of allotted pages, the SOAN department has covered the printing costs of these readings.

At several points during the term, you will need to locate & possibly print other articles, using your allotted print budget. I recognize the potential financial burden of additional printing. If you need assistance to cover course expenses, please speak with me early in the term.

Office Hours
Please make use of my scheduled office hours. I’m there for you! Please use the Google Calendar appointment function in gmail to sign up for office hours. The link is in several places, including my email signature and here. If you absolutely cannot attend my normal office hours, please e-mail me about scheduling another time.

As long as the weather permits, I will hold one hour of in-person office hours outdoors, on the lawn in front of Leighton Hall, alternating weeks on Tuesday and Thursday afternoons. Sometimes these in-person office hours will be held in the Africana Studies lounge, 4th Leighton. Please check my Google Calendar and/or a sign on my office door for the locale of T/Th office hours. The rest of my office hours will be held by Zoom on Mondays 1:00-3:00pm CT (Meeting ID: 913 4465 0783; Passcode: 334704), using a waiting room. Please wait patiently while I finish up with my previous appointment. Please email me for a special appointment if these times absolutely do not work for you. Please click here to sign up for 15-minute time slots via Google calendar. Thank you!

Inclusivity and Compassion
I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around
us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Part of inclusivity and respect for all means fostering a compassionate classroom. As my colleague Constanza Ocampo-Raeder puts it, learning is a convoluted process that is difficult, as it requires us to push our intellectual limits, take risks, and face our—and other’s—legacies straight on. Creating a space of joyful experimentation with ideas and writing, as well as honest critique, necessarily comes with risks of unintended consequences. Try as we might, accommodating or predicting the reactions of a diverse and ever-changing group of individuals that take this course is both impossible and overwhelming. Instead, we can embrace intellectual diversity, acknowledge ambiguity, and give each other a break (and multiple chances to get things close to right). We all have to trust one another that we are all doing our best in the challenging and hopefully joyful adventure of learning.

Ask a Librarian
Ask a librarian—especially our social science superhero specialist librarian Kristin Partlo—for help with your research in this class. You can make an appointment with a librarian, get help via chat 24/7 from any page on the library’s website, email, or call. The Library building has lots of great study spaces, and we’d love for you to visit! For more information and our hours, visit the Gould Library website at carleton.edu/library.

Remember, Kristin is a gem. Not only will she hold workshops with our class about writing with numbers and literature reviews; she also can help you with: organizing your readings, naming PDF files so they don't get overwhelming, keeping notes that are searchable, streamlining your bibliographies resulting in less typing, and visualizing patterns in your thought or cognitive mapping tools. You can sign up for a consultation with Kristin via her web page at go.carleton.edu/kpartlo; there she has a scheduler where students can sign up for a 25 minute consultation (or more). Kristin writes that she’s happy to help! She has even created a course guide for SOAN 396.

Accommodations and Assistive Technologies
If you have any challenge that you think may pose obstacles to your successful completion of the course, please discuss this with me at the beginning of the term so that we may accommodate your situation.

Like the rest of Carleton College, I am committed to providing equitable access to learning opportunities for all students. Please be aware that Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.
In addition, Carleton also provides technological resources for students with disabilities. The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

The Writing Center
The Writing Center a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using their online appointment system.

The Term-Long Program for Multilingual Writers
If English is not your first language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, Multilingual Writing Coordinator, at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Student Well-Being
Your health and well-being should always be your first priority. At Carleton, we have a wide-array of health and wellness resources to support students. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. For more information, check out Student Health and Counseling (SHAC) or the Office of Health Promotion.

Title IX
Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: https://www.carleton.edu/sexual-misconduct/.
A Library of Readings

Key: Required reading; Required readings to choose among; Recommended reading
Some of these are available on a bookshelf in the SOAN lounge.

Specifically on Social Science Writing

Atkinson, Paul, Sara Delamont, and William Housley 2008. Contours of Culture: Complex
Ethnography and the Ethnography of Complexity. Lanham, MD: AltaMira Press. GN345 .A83
Becker, Howard S. 1998. Tricks of the Trade: How to Think about Your Research While You’re Doing
Block, Ellen and Will McGrath. 2019. Infected Kin: Orphan Care and AIDS in Lesotho. New
Brunswick: Rutgers University Press.
Boellstorff, Tom. 2008. “How to Get an Article Accepted at American Anthropologist (or
Boellstorff, Tom. 2010. “How to Get an Article Accepted at American Anthropologist (or
Press.
also his 2009 book on the same topic, HB90.B87 2009, and in e-book)
Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw 2011. Writing Ethnographic
Fassin, Didier. 2014. “True Lives, real Lives: Revisiting the Boundaries between Ethnography and
Faubion, James D. and George E. Marcus, eds. 2009. Fieldwork Is Not What It Used to Be: Learning
Anthropology’s Method in a Time of Transition. Ithaca: Cornell University Press. GN34.3.F53 F52
Ghodsee, Kristen. 2016. From Notes to Narrative: Writing Ethnographies that Everyone Can Read.
Chicago: University of Chicago Press.
Goodall, H.L. 2008. Writing Qualitative Inquiry: Self, Stories, and Academic Life. Walnut Creek, CA:
Left Coast Press. PE1404. G6444
Kohl, Ellen and Priscilla McCutcheon. 2015. “Kitchen Table Reflexivity: Negotiating
Positionality through Everyday Talk.” Gender, Place and Culture 22(6):747-763.
Chicago Press. GN33 .L35
University Press.


On Sociology/Anthropology through Literature


On Sociology/Anthropology through Literature


More General Research and Writing Guides

Style Guides