Advanced Sociological and Anthropological Writing

Fall 2020
T/Th 10:20-12:05 CT (synchronous virtual)
Zoom Meeting ID: 987 1391 6941
Passcode: 803058
Pamela Feldman-Savelsberg
Remote office via Zoom or phone, 651-644-6971
Non-Pandemic: Leighton 233, x4113
Email: pfeldman@carleton.edu

Office Hours: My office hours will be held by Zoom on Mondays 12:00-1:30pm CT (Passcode: 310702), and on Fridays 10:30am-12:00 noon CT (Passcode: 207590). Please email me for a special appointment if these times absolutely do not work for you. Please sign up for 15-minute time slots via Google calendar. Click here to sign up for OFFICE HOURS My office hours will be a Zoom room with a waiting room. Please wait patiently while I finish up with my previous appointment. 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, but I prefer to have a downloadable record of your work and my comments. 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 a 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
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<td>9/15-10/2</td>
<td>Part I: Proposals, Introductions, Writing with Numbers, Citation Styles</td>
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<td>10/6-11/6</td>
<td>Part II: Scholarly Research Article Model, Literature Reviews, Linking Theory, Methods, and Analysis, Positionality</td>
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<td>11/10-11/17</td>
<td>Part III: Looking Toward Winter Term and Beyond: Posters/Presentations, Cover Letters, Abstracts</td>
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| I    | 9/15   | **First day of class!**                                                                             | **Bring** to class a SOAN paper (other than your comps proposal) that makes you proud. Be prepared to discuss your writing process.                                                                                                          | • **Sketch** the first steps that brought you to your projects, mentioning specific people or ideas. (5 minutes)  
• **Fill out** your student survey  
• **Schedule** a time to meet with your comps advisor, preferably THIS WEEK |
|      |        | 1a Why Write?                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 1b Social Science Writing and Getting Started                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      | 9/17   | **Proposals: What good are they?**                                                                  | **Read** Becker, Ch 1, “Freshman English for Graduate Students”  
**Review** SOAN guidelines on comps proposals  
**Read** the comps proposal you wrote in methods  
If you have changed your comps topic, **write** a rough draft of your new proposal and bring it to class. |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 2a Proposals: What good are they?                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 2b Fieldwork Surprises Case Problem                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      | 9/22   | **Persona, Authority, and Audience**                                                                | **Read** Becker, Ch 2, “Persona and Authority”  
**Answer** questions about persona, authority, & audience regarding your own comps. Bring to class! (use screen sharing to share in class) |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 3a Persona, Authority, and Audience                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 3b Create mapping memos                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                          |
|      |        | 3c Establish guiding principles and expectations in peer review groups and in class                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
### 9/24

**4a** Good introductions  
**4b** Writing with/about numbers; finding quantitative evidence to bolster opening claims  
**Class visit by Kristin Partlo, Social Science Reference Librarian**

- **Read** the introductions of two SOAN distinction comps *(in Moodle folder)*  
- **Read** Miller, *The Chicago Guide to Writing about Numbers*, Ch 8 & Ch 11, “Choosing Effective Examples…” & “Writing Introductions, Results, and Conclusions”  
- **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 9/28 (Mon)

- **Submit** your proposal draft and focus notes to your writing group by the agreed-upon time, via Google Docs shared with your writing group and your professor

### 9/29

**5** Peer editing

- **Read** Becker Ch 4, “Editing by Ear”  
- **Bring** your editing comments to class; possibly time to meet with writing group

### 10/1

**6** Peer editing & citations

- **Study** the style guide you will use for comps *(Sociology Style Quick Tips or Anthro’s Chicago Manual Quick Guide, AUTHOR-DATE version)*  
- **Bring** your editing comments to class  
- **In class: Meet** with your writing group  
- **Keep working** on your proposal

### 10/2 (Fri)

- **Thesis proposal** (12-15pp) and annotated bibliography due to your comps adviser, 4:00 pm (please cc your professor)

### IV 10/6

**7a** Scholarly article model  
**7b** Key words

- **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
**Make an appointment with your comps advisor for later this week or early next week to get feedback on your proposal**

- Create your personal handout with tips drawn from the three readings above; bring it to class to share!
- Writing warm-up: Point to a key word used by people themselves 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) Bring it to class!
- Reflect: How does this differ from “key words” listed in articles?

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<tr>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
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| 10/8 | 8a | Comparing sociology and anthropology research articles  
8b | 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) |
| V | 10/13 | 9 Literature Reviews I  
(class taught in collaboration with Kristin Partlo)  

- Read Becker, Ch 8, “Terrorized by the Literature”  
- Read an article, relevant to you comps, from *Annual Review of Anthropology* or *An. Rev. of Sociology*. Bring it to class!  
- Make an idea map or outline of your literature review; write down five significant ideas that you want to address. Bring it to class to share! |
| 10/15 | 10 Literature Reviews II  
Check-ins, encouragement, and parallel writing  
Self-assessment  
Have you met with your comps advisor yet?  

- Check in with each other on progress, high points and low points, seeking suggestions  
- Use the rest of the period for writing. The classroom will be open for you.  
- Write me half a page evaluating your work so far this term, and email it to me by 5pm. |
| VI | 10/19 (Mon) | 11 Peer editing of literature reviews  

- Submit your literature review draft and focus notes to your writing group by the agreed-upon time, via Google Docs shared with your writing group and your professor  
- Bring your editing comments (and your own draft) to class!  
- 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. |
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<th>Date</th>
<th>Week</th>
<th>Activity</th>
<th>Details</th>
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| 10/22  | 12   | Methods sections                                                        | **Week 6 is coming to its end. The first draft of your comps is due in two weeks. Working steadily will save you time and stress later on. Make an appointment with your comps advisor if it seems helpful.**
<p>|        |      | <strong>Read</strong> several (≥ 3) data, methods, and analysis sections of scholarly articles relevant to your comps. Focus on data analysis.**  |
|        |      | <strong>Read Brown, <em>Writing in Anthropology</em>, pp. 113-115 (short section on writing methods section)</strong>  |
|        |      | <strong>Recommended but not required: Miller, Ch 10, “Writing about Data and Methods”</strong>  |
|        |      | <strong>Recommended but not required: Small, “How Many Cases do I Need?” (especially pp. 19-28).</strong>  |
|        |      | <strong>Writing assignments to bring to class:</strong>  |
|        |      | <strong>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.</strong>  |
|        |      | <strong>2. <strong>Map out</strong> your own methods and analysis sections. Start writing them (focusing esp. on data analysis)! (share maps in class and turn in)</strong>  |
| IV     | 10/26| 13 Theory-Methods-Data fit Peer editing of methods                     |
|        |      | <strong>Submit</strong> your methods draft and focus notes to your writing group by the agreed-upon time, via Google Docs shared with your writing group and your professor.**  |
| IV     | 10/27| 14 Positionality                                                       |
|        |      | <strong>Read one</strong> of the following articles on methods and analysis:**  |
|        |      | 1. Corbin and Strauss (grounded theory)  |
|        |      | 2. Burawoy (extended case method)  |
|        |      | 3. Timmermans and Tavory (from grounded theory to abductive analysis)**  |
|        |      | <strong>Bring</strong> editing comments to class; meet with writing groups to discuss methods, and fitting theory, methods, and data analysis together**  |
| IV     | 10/29| 14 Positionality                                                       |
|        |      | <strong>Read Kohl &amp; McCutcheon, “Kitchen Table Reflexivity”</strong>  |
|        |      | <strong>Read</strong> a SOAN comps, taking notes on how the student writes about their positionality**  |
|        |      | <strong>Recommended:</strong>  |
|        |      | 1. Re-read Block and McGrath, Preface  |
|        |      | 2. Savelsberg, pp. 1-3 from Preface to <em>Knowing About Genocide</em>  |
|        |      | 3. McClaurin, “Walking in Zora’s Shoes”  |
|        |      | 4. Raleigh from <em>Selling Transracial Adoption</em>  |
|        |      | 5. Morris from <em>A Scholar Denied</em>  |
|        |      | <strong>Write</strong> your own statement of positionality, discussing identity and intersectionality as related to comps (share in class and turn in)**  |</p>
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<th>VIII</th>
<th>11/2 (Mon)</th>
<th>Submit the first draft of your comps thesis, and focus notes, to your writing group by the agreed-upon time, via Google Docs shared with your writing group and your professor</th>
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<td>11/3</td>
<td><strong>15a</strong> Writer’s Cramp Peer editing of first draft <strong>15b</strong> Peer editing of first draft</td>
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<td>Bring your editing comments (and your own first drafts) to class. Meet with your writing group</td>
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<td>11/5</td>
<td><strong>16</strong> Peer editing of first draft</td>
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<td>Bring your editing comments (and your own first drafts) to class. Continue to meet with your writing group in class. Time for individual writing</td>
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<td>11/6 (Fri)</td>
<td>Congratulations! First draft of thesis (&gt; 20 pp.) due to your comps adviser, 4:00 pm (please cc your prof). Take a big breath, and celebrate!</td>
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<th>IX</th>
<th>11/10</th>
<th>Looking ahead I: posters and presentations <strong>Class visit by Doug Foxgrover</strong>, Academic Technologist for Presentation &amp; Visual Design</th>
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<td>Read Becker, Ch 7, “Getting it Out the Door” Collect a few visuals that could enhance your future comps poster presentation or oral presentation</td>
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<td>11/12</td>
<td>Looking ahead II: presenting SOAN learning in cover letters <strong>Class visit by Laura Clemens</strong>, Career Center liaison</td>
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<td>Find two opportunities in The Tunnel 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.</td>
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<td>X</td>
<td>11/16 (Mon)</td>
<td>Check in with your comps advisor about when you should expect to receive feedback. Try to meet with them before the end of term.</td>
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<td>11/17</td>
<td><strong>19a</strong> Looking ahead III: Abstracts and Conclusions <strong>19b</strong> Looking ahead IV: Winter break planning</td>
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<td>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 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 email it to me by 5pm.</td>
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**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=dQw4w9WgXcQ)). 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! Thus, it is important that we meet synchronously. In this seminar, you’ll learn much from each other as well as from me. Don’t allow yourself to be shy. 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: Click here to sign up for OFFICE HOURS. If you absolutely cannot attend my normal office hours, please e-mail me about scheduling another time. I realize we may be in different time zones, and all lead complex lives. Office Hours will be held on Mondays 12:00-1:30pm CT (Passcode: 310702), and on Fridays 10:30am-12:00 noon CT (Passcode: 207590), using the waiting room function.

Inclusivity
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.

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 online appointment with your library liaison or chat with a librarian online 24/7. You can also email and call. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.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!

**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. Thus, 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 disability@carleton.edu or call Sam Thayer (‘10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) 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 is offering a full schedule of videoconferences 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 you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term. Meetings will be in an online format until in-person classes resume on campus.

**Public Speaking (Thinking ahead to Comps Poster/Talk Presentations)**
Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Jenny Portis ’20 can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. Jenny will
coach students remotely, using Zoom. If you’d like to schedule a coaching session, just fill out this brief, online form. For more information, visit go.carleton.edu/speakeasy.

Learning Strategies and Time Management (can be an issue with a long-term project like comps)

Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you’re more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: Learning Strategies & Time Management. If you prefer to learn these skills and strategies on your own, visit “Helpful DIY Resources.”

Student Well-Being

Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. 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. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as Student Health and Counseling 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

Specifically on Social Science Writing
Goodall, H. L. 2008. Writing Qualitative Inquiry: Self, Stories, and Academic Life. Walnut Creek, CA: Left Coast Press. PE1404 .G6444
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On Sociology/Anthropology through Literature
Social Science Works that Experiment with Writing

**More General Research and Writing Guides**
(an ethnographic study written by an anthropologist who has visited Carleton) PN167 .B48

**Style Guides**