

Social Inequality

Soc 301 ☞ Spring, 2007 ☞ Stewart Hall 221

Dr. Rachel Slocum

T/Th Section 1, 9:30-10:45 and Section 2, 12:30-1:45

Office: Stewart Hall 251

Email: rbslocum@stcloudstate.edu

Office phone: 320-308-4180

Office hours: Tuesday and Thursday 9:00-9:30, 10:45-12:30, other hours available by appt.

This course is an introduction to social inequality. You will learn how inequalities are produced, how they persist and how they could be overcome. Central to the persistence of inequality in the US is race, class, gender and sexual difference. The course will focus on the relationship between these differences and social inequality.

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Required texts

Strunk, William and E.B. White. Any year. *The elements of style*. This is a book you can use throughout your life. It is very clear and may help you avoid some common mistakes in speaking and writing. Purchase before you write your paper.

All readings are online (d2l)

Course due dates

☞ Exam 1: October 18

☞ Exam 2: see below

Writing Assignment

☞ First, second and third choice for paper topic due by email: September 14

☞ Research question due (upload to d2l): September 25

☞ List of sources and outline due (upload to d2l): October 9

☞ Argument and list of topic sentences due in class (hard copy): October 23 (to be analyzed by your peers in class)

☞ Draft hard copy due: November 13 (time permitting, you may be required to bring a hard copy to class and exchange with your peers for comments)

☞ Oral Presentations: November 20, 27 and 29

☞ Final papers accepted between the 30th up until 5:00 pm December 6th. Submit papers to the drop box. No hard copies please. Papers will not be accepted after this date.

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Lectures and Reading Assignments

Changes to the readings or due dates may occur. I am responsible for informing you of those changes, you are responsible for noting those changes. Do the readings for the first day of the week.

Week 1

September 6

Introduction to the class and to the study of social difference and social inequality

Ore, Tracy. Maintaining inequalities

Week 2 Race
September 11, 13

Oliver M. and T. Shapiro. Race, wealth and inequality, 6-88

Brodin, K. How did Jews become white folks? 57-76

Lui, M. Doubly divided, the racial wealth gap, 98-104

Winant, Howard. 2004. The new politics of race: globalism, difference, justice. Minneapolis: University of Minnesota Press. Pp. 94-121.

Week 3 Race
September 18-20

Smith, N. There's no such thing as a natural disaster.

Lie, John. 2006. The last last wave. Du Bois Review 3(1):233-238. **BRING this reading to CLASS**

Kao, Grace. Where are the Asian and Hispanic Victims of Katrina? A Metaphor for Invisible Minorities in Contemporary Racial Discourse. Du Bois Review 3(1):223-231 **BRING this reading to CLASS**

In class dvd and discussion: Spike Lee, When the Levees Broke

Week 4 Class
September 25-27

Mantsios, G. Media magic: making class invisible, 89-97

Ehrenreich, B. Nickel and Dimed: on (not) getting by in America, 600-613

Moberg, David. 2006. Maytag moves to Mexico, in D. Stanley Eitzen and Maxine Baca Zinn (Eds.). Globalization: the transformation of social worlds. Belmont, CA, Wadsworth. Pp. 92-96.

Gordon, Jesse and Knickerbocker Designs. 2006. The sweat behind the shirt, in D. Stanley Eitzen and Maxine Baca Zinn (Eds.). Globalization: the transformation of social worlds. Belmont, CA, Wadsworth. p. 97

Striffler, Steve. 2006. Undercover in a chicken factory, in D. Stanley Eitzen and Maxine Baca Zinn (Eds.). Globalization: the transformation of social worlds. Belmont, CA, Wadsworth. Pp. 98-104.

Week 5 Class
October 2, 4

Week 6 Indigenous identity
October 9, 11

Lyons, Scott. (2005). The left side of the circle: American Indians and progressive politics in Laura Gray Rosendale and Steven Rosendale (Eds.). *Radical relevance: towards a scholarship of the whole left*. Albany: State of NY Press. **BRING this reading to CLASS**

Dog, M. and R. Erdoes. Civilize them with a stick. Pp. 308-315

LaDuke, W. *Recovering the Sacred*. Pp. TBA

Week 7 Indigenous identity
October 16, 18

In class dvd and discussion: Smoke Signals and Power
Alexie, Sherman. 2000. Class in *The toughest indian in the world*, pp. 35-56. and South by Southwest, pp. 57-75.

Midterm October 18

Week 8 Gender
October 23, 25

Nagar, Richa. 2004. Mapping feminisms and difference. Lynn A. Staeheli, Eleonore Kofman and Linda J. Peake (Eds.). *Mapping women making politics*. NY: Routledge. Pp. 31-48. **BRING this reading to CLASS**

Week 9 Gender
October 30, November 1

Elias, Marlene and Judith Carney. 2005. Shea butter, globalization and women of Burkina Faso. Lise Nelson and Joni Seager (Eds.). *A companion to feminist geography*. Oxford: Blackwell, pp. 93-108.

Di Chiro, Giovanna. 2005. Performing a 'global sense of place': women's actions for environmental justice. Lise Nelson and Joni Seager (Eds.). *A companion to feminist geography*. Oxford: Blackwell, pp. 496-516.
BRING both readings to CLASS

Week 10
November 6, 8

Everyone: bring a recent article on climate change to discuss in class

Massey, Doreen, a global sense of place

Kolbert, Elizabeth. *Field Notes from a Catastrophe*
Ch. 8, The day after Kyoto and Afterward

Revkin, Andrew. Poor nations to bear brunt as world warms

Revkin, Andrew 2007. Reports From Four Fronts in the War on Warming

Air-freight flowers greener than Dutch hothouses, say Kenyans

In class dvd and discussion: An Inconvenient Truth

Week 11
November 13, 15

Pollan, Michael. *An Omnivore's Dilemma* pp. 32-56 The Farm, (download missing page 42)
pp. 57-84 The Elevator and The Feedlot (watch for extra page 58 and 59)

Presentations for Section 1 may begin the 15th, be advised.

Week 12
November 20 (no class November 22nd thanksgiving)
Presentations begin

Week 13

November 27, 29

Presentations end on the 29th

Week 14 Sexuality

December 4, 6

Fausto-Sterling, A. 2000. The five sexes revisited. *Sciences* July/August 40(4):18-24.

Katz, J. The invention of heterosexuality, 151-163

Dvd: Out for a change

Week 15

December 11

Guest lecture, TBA

Final: comprehensive take home exam, timed via d2l, upload to d2l

Section 1: December 18, 7:30-10 AM

Section 2: December 13, 1:00-3:30 PM

Happy New Year!



In this course you will be expected to do the following:

- Attend regularly. I will take attendance daily. Poor attendance will affect performance in this class.
- Read your email. At various points in the course I will send you materials or instructions by email. During the semester you should check your email daily.
- Read all assigned texts prior to lecture. Class discussions will be based on assigned readings. On occasion the class will begin with a quiz on the assigned reading. These will not be announced in advance.
- Participate in class discussions. The success of this course depends on your participation. You must always come to class prepared to discuss assigned readings. I may also ask you to participate in small-group discussions.
- Complete and submit all assignments by assigned due dates.
- Write a research paper and present it.
- Write two exams (a mid-term and a final exam).

Course objectives

This course will develop your ability to think critically and sociologically, to write well and to develop formal presentations. It will introduce you to key social science concepts. It will broaden your understanding of how US society works.

Students will:

- Gain research skills that they will demonstrate through written assignments
- Develop better writing skills
- Engage with challenging theories, concepts and empirical research
- Develop skills necessary to critique ideas
- Hone critical reading abilities
- See daily aspects of life (work, sitcoms, conversations, the news, movies, events, relationships) sociologically
- Improve presentation skills
- Participate effectively in class discussion

Course grade

Exam 1: 15%

Exam 2: 15%

Quizzes on reading: 10%

Paper 1: 30%

Presentation: 15%

Class participation: 15%

Grading:

95-100 A	86-89 B+	80-82 B-	73-75 C	66-69 D+	60-62 D-
90-94 A-	83-85 B	76-79 C+	70-72 C-	63-65 D	0-59 F

No late assignments accepted

No extra credit assignments

Email Communication

All email communication with me **must be through your husky net account**. I will also contact you in this manner so check your email EVERY DAY. You must let me know if you do not have regular access to the internet. Please do NOT email me through d2l because it never seems to work. You can email me with other accounts but ONLY if you are having registration difficulties. If you are not properly registered, you will not be able to access d2l (and the reading) and you will not receive important information from me (like the exam questions).

Sometimes my email will get sent to your junk mail box (!). Please check or make a separate folder for emails from rbslocum@stcloudstate.edu

Other communication

The best way to get in touch with me is by email either for the purpose of making an appointment or for asking questions about the course. Unless it's a day I teach, I won't be at the phone number listed above, but you can leave me a voice message there and I will get it the next day I come in.

Let me know if/when you will be absent BEFORE CLASS. You may be asked for documentation of your absence.

It is in your interests to communicate with me by email in order that we both have a record of what we've agreed to. If you talk to me after class, please send a follow up email detailing what was agreed, otherwise I may forget.

Please let me know if you are having trouble in the class or a personal crisis such that you're unable to do your course work.

Learning disability

Please inform me if you have a learning disability. Please provide documentation and discuss your needs with me well before an exam or before we get far into the lectures.

Participation

Absence

You are expected to come to class.

Legitimate absence is sickness, a death or illness in the family, an appt. that cannot be changed. I may ask for proof.

If you are involved in something emotionally traumatizing or if you get very sick, the best thing to do is tell me immediately and we will work out what you can do. It is up to you to let me know what's happening. It is not my responsibility to track you down and ask what's wrong. And if I have to do that, I will be much less willing to give you an incomplete.

Please get the notes from someone if you miss class. If these are unclear, make an appointment to see me.

Attendance during the presentations at the end of the class is mandatory. Participation in discussions during the presentation—to show you've done the reading and paid attention to the presentations—will be more heavily considered when calculating your final participation grade.

Reading a newspaper

Reading a paper (online or not), preferably one of the major national or international papers, and telling the class (or emailing me) about something you've read and its connection to the class is a great way to enhance your participation grade. You can also listen to public radio news or watch PBS news or BBC news.

Discussion

It is not enough to show up to class. You must engage. Being able to demonstrate during in class discussion that you have done the reading *and thought about it* is essential. If you are particularly shy and would prefer to email me a comment, please do so. It is not necessary to understand all concepts or to remember every detail. However, you should be able to tell me what the reading is generally about (the big picture), what are the interesting ideas and what does the author conclude? I will also ask you questions that arise from the lecture material and the readings. You should be able to answer the questions I give you ahead of time though there's no need to turn these in. An excellent way to participate is to report on a current event (something you heard on the news) that relates to the readings/lecture material. Any effort you make to answer questions or make comments will be counted in your participation grade. That means I am not looking for the 'right' answer but rather any effort to provide an answer. If you don't make any effort, your grade will be lower. Questions are legitimate ways of participating and will probably help the rest of the class who were afraid to ask.

Here are approximations of how I will grade you on participation:

- ⊕ A=come to all classes, answer questions or say something relevant to the readings/lecture each class period.
- ⊕ B=come to all classes and say something once every week.
- ⊕ C=come to all classes and say something once/two weeks.
- ⊕ D=come to all classes and say something once/month
- ⊕ F=come to all classes and say nothing

For each class I give you a 1, 2 or 3 depending on your contribution to the class that day. 3 indicates you've spoken more than once in that class, you've said something important or you've answered a difficult question. That's part of the basis for your participation grade. The other part is my qualitative assessment of your attitude and effort.

Good conduct

Be respectful, attentive, interested and/or helpful in class and that will definitely help you. Disrespectful interaction—consistent tardiness, interrupting, talking while others talk, or any form of hostility towards anyone in the class—will have a direct and negative impact on your grade. An aggressive challenge of the instructor's policies or grading would be an example of disrespectful interaction which will not be tolerated. Such interaction is not permissible as it may infringe on the right of others to learn.

Taking notes

Please take notes on readings and lectures and class discussion. Tests show that failure to take notes and to study them results in very low exam grades.

On lectures: Anything in the lectures might be on the exams and will be part of discussion. In fact, I emphasize concepts from lecture material more than readings in the exams. There is no need to write word for word notes. The important thing is to put ideas in your own words so you can understand your notes later when you're studying. Date your notes, use lecture titles, follow the outline I provide. A lecture date is required when you cite lectures in your papers.

Studying

You cannot simply read over your notes and expect to do well. This is not studying. Proper studying requires making diagrams, lists, bullet points etc. in an organized form to remind yourself of concepts and details. Studying is a process of becoming more and more familiar with the material, organizing it and making it cohere in your mind. Here are some steps:

- 1) type or write out answers to questions on the reading;
- 2) condense those answers into bullets;
- 3) condense your bullets into one-three or so words;
- 4) prepare your 8.5x11 page that you will bring to the exam from step 3.

For lecture material:

- 1) If possible, summarize the theme of each lecture and the main points. You can do this after each class or each section;
- 2) Make connections among the topic headings in each lecture. How do these ideas go together? What has the prof. repeated? In your notes, star repeated points or those that I've told you will be on the exam. If welfare, for instance, is a central theme, collect all relevant material from lectures and different readings.
- 3) Write out all the ideas/information you have on this subject in an organized way. Organizing is a study method. Your own organization process is how you will teach yourself to think and remember and it is how you will learn the material. Condense the information/ideas following the above steps.

Quizzes (10%)

Surprise quizzes will be given on class material.

Exams (15%)

- ⊕ Lecture and text material will be on the exam.
- ⊕ You should study for exams. Though this may seem obvious, the previous semester indicated that students are not aware of this fact, are unable to study or did not prioritize studying. (See how to study)
- ⊕ Think about what the lectures/readings have been about—this way you will not be surprised by exam questions
- ⊕ Understanding what I say is critical to doing well on the exam, so ask questions.
- ⊕ If I say the exam will emphasize x, be sure to make a list of every piece of information that has to do with x.
- ⊕ You are allowed one 8.5x11 page to bring into the exam. This may be handwritten or typed. It can be on one side or both. Organize your material on this page. Make lists that help you to conceptualize topics. Make the writing of this page a study tool.
- ⊕ Most people do poorly on the mid-term and spend the rest of the course worrying about their grade. Studying for the first exam might alleviate this problem.
- ⊕ My exams are difficult. Do not think you can bluff your way through them. Guessing can be right and you should attempt it but this method should not be your only recourse. Further, if you elaborate in a way that shows me you don't know what you're talking about, I will lower your grade.
- ⊕ Exams will be essay and/or short answer.
- ⊕ A good strategy for short answers is to write enough but do not waste your time writing complete sentences. Find a balance between writing coherently, with brevity and getting enough information down to get full points. Always write more points **if** you have time and if you know what you're talking about.
- ⊕ Read the questions carefully. Many people answer only part of the question.
- ⊕ Correct exam answers will NOT have anything to do with your opinion. Use the concepts you've learned. It is irrelevant whether you agree or disagree with how class materials define white privilege, for instance.

If you are going to miss the regular in-class examination, to be eligible to take a make-up exam you must email or phone me **BEFORE** the in-class exam to tell me that you will not be there and why. Of course, you

have to have a good reason for missing the exam. **No email, no make-up. No exceptions. In other words, you get a 0.** Make-up exams will be comparable but not identical to in-class exams. They may also be slightly harder than the in-class exam. Good excuses for missing an exam are health-related, a job interview that could not be on any other day, a court appointment or a death or illness in the family and all must be substantiated. You are responsible for getting in touch with me to set a make-up date. This date must be set when you inform me, in advance, that you have a conflict or an emergency that will prevent you from taking the exam. In other words, I will not contact you to set a date. Failure to establish a make up date the day of your absence will result in a 0. Last semester people were casual with this information and got a zero grade. I would much prefer not to give you a zero so I hope no one chooses to get into a situation that brings this rule to bear.

Weather

Unless St. Cloud State cancels school or there is a travel advisory against any unnecessary travel, then you are NOT excused from class due to inclement weather. If school is cancelled, the exam will take place on the next class day that school is open. If a travel advisory for the morning is lifted before the day is finished, and you have a paper due or an exam, you will be expected to arrive that day and take a make up or turn in the assignment. You must contact me immediately if you have decided not to drive in and you must, at that point, make arrangements about when to take the makeup. Failure to do so will mean I will not give you a make up and you will receive a 0. Please do not request a makeup on a different day if the travel advisory has been lifted. Finally, if you know the road conditions will be poor, allow enough time to get to class. I cannot give you extra time on an exam if someone else's driving slowed you down. If I am not coming to school, due to weather, I will email the class to let you know.

WRITING

Writing Assignment (30%)

Students will conduct research and write papers using research questions. You will be expected to do primary data collection—to conduct at least one interview (using a consent form—see d2l page) or engage in participant observation. You will be expected to get good secondary sources (peer reviewed) and to critically analyze non-peer reviewed material (e.g. that of nonprofit publications). You must come up with a research question from the list of paper ideas below and then answer it with your research. You are required to construct an argument from your research. You are also required to make use of the texts and lectures in order to incorporate what you're learning in class into the paper.

This paper has the following parts:

- ✦ First, second and third choice for paper topic
- ✦ Research question and outline
- ✦ List of sources
- ✦ List of topic sentences and argument
- ✦ Draft
- ✦ Presentation (see last page)
- ✦ Final paper

You will improve your paper after each assignment. I will give you comments on each part except the presentation and your final paper. The presentation will be based on your paper. The final paper will incorporate questions and comments that the class gave you after you presented the material.

Derive your research question from either the list of topics under immigration or those under sustainability. You may suggest something that is not listed here but I may not approve it.

Choose your FIRST, SECOND and THIRD choice. Write them in that order and send them to me. Your topic will be determined on a first come, first served basis.

Ideas for papers on immigration

White supremacist border patrols
Racism and anti-immigration laws
Labor arguments against undocumented
California's laws on undocumented (and education)
English only
Education and undocumented or documented
Historical immigration—Chinese immigrants to California
College funding denied to undocumented
Latino activism on immigration laws
Health care and illegal immigrants
Immigration rules compared—US vs. European country x
Getting green cards, visas, citizenship—who gets them, who doesn't?
Military duty for citizenship
Agricultural migrant workers in the US/other countries
Nannies
Food (meat) processing migrant workers
Sex trade/human trafficking
Import/export of medical professionals (e.g. from Ghana to UK)
The history of welfare and immigrants

Importing babies/adoption from other countries
Refugee politics
Eco refugees
Political refugees (from Iraq, Central America etc.)
US sweatshops
European laws on immigration
North African immigrants in France
Sexuality and immigration
The politics of border fences
Post 911 immigration control
A world without borders?
Other

Ideas for papers concerning socio-environmental issues

The politics of organic food
Urban food issues (e.g. food deserts, livestock raising)
Farmers markets
Nonwhite farmers and viability
Women farmers and sustainable farming
Concentrated Animal Feeding Operations
Vegetarian? Vegan? Omnivore?
Suburban development and farm loss
Confronting food insecurity
Fair trade
Transgenic food species
The present and future of food
Water (quality control, pollution, scarcity)
Fishing and mercury
Ethanol
Fossil fuel extraction and conflict
Cars
State or city responses to climate change
Transportation sector issues and climate change
Agricultural sector issues and climate change
Compare the efforts of US and ___ country on climate change
Climate politics and endangered animals
Climate politics and Global north vs. global south
Why individual actions to lower greenhouse gas emissions are not enough
Ecotourism—unmitigated good?
Sustainability measures and ___ indigenous community
Wetlands protection
Other

Content

✦ You frame research in terms of a question that you'd like to answer. For instance, this research seeks to understand how..., hopes to explain why..., intends to explore what...etc. The way you pose a research question helps to direct your search for sources, your analysis of those sources and the writing of an argument. What pieces do you need to know to even ask the question? What are its parts or layers? What ideas do you need to draw on to construct an argument? What information will enable you to make that argument? Breaking the paper down into an outline or a series of statements—what big question you want to ask, what you need to know, what the sub-questions are etc. will help you write a good paper.

- ✦ Research questions are better than ‘topics’ because the former require you to specify and think hard about what you’re interested in. Questions imply that you’re going to find out something and argue for a particular answer among several possible interpretations of your data.
- ✦ Research questions must be approved.
- ✦ Your research MUST link your data to theory you’ve learned in class about difference, power and inequality. We do not use behavioral or psychological theories in this class so do not apply them in your paper. Instead, write about difference, structures and institutions.
- ✦ Papers must present an argument, provide evidence for that argument in a structured manner and summarize/conclude that argument.
- ✦ Outline: A plan to proceed through your paper. How will you get from intro to conclusion? What will be the elements you’ll have to cover? Starting with a research question and then making an argument (see above) should help you figure out what to cover. You can be more detailed than this if that helps you to work through material and writing. For instance,

I. Intro: race, space and food

II. Theories of whiteness, space and ‘alternative’

- a. What is whiteness
- b. Embodiment
- c. How is whiteness spatial
- d. Hybrids, alternatives, alternate modernities—how do we think about alternative?

III. Evidence: whiteness and community food space

- a. White food space
- b. Whiteness and exciting vegetables
- c. Proximity, distance, community
- d. Obesity and whiteness

IV. Discussion/Conclusion

- a. The fuzzy politics of race
- b. Toward a political ecology of white food

- ✦ Topic Sentence List: Take each topic sentence of each paragraph (the first sentence) and arrange them in a list. This is a technique you should use to make sure your topic sentences are good. Attach to the end of your paper.
- ✦ Your conclusion: one paragraph of concluding points. It should summarize your argument, summarize the main points you’ve used to support your argument, consider any questions or interesting details you think still linger and end creatively.
- ✦ In your paper, do not discuss your opinions EVER. Do not bring them into any writing you do for me. I am interested in your argument, your evidence, your use of concepts and theory and your use of the knowledge you’ve gained.
- ✦ Your paper should include citations referring to lectures or class texts but these do not count among the 8 sources required. Use no fewer than 10 sources. You may use one web source as part of the 10. Web sources (wiki, corporate, nonprofit, personal web pages, blogs cannot be relied upon for accurate information).
- ✦ You must do some primary data gathering. Interviews are the most obvious choice. Observation, mapping, statistical analysis of a survey are also possible. Interviews require consent forms and confidential treatment of all information. Please discuss with me and use the consent form on the d2l page.
- ✦ Acceptable sources are from scholarly books, refereed journal articles, newspaper articles and primary data. Better sources are peer reviewed (scholarly books and journal articles). If you use Newsweek, Time and USA Today, your grade will reflect the lack of good sources.
- ✦ Encyclopedias (online or otherwise) are not sources that count within the required 8. Use them to get ideas or a sense of your research question.

Rules

- ✦ Papers should be 10-12 pages in length, typed, double spaced, default margins, 12 point Times Roman or equivalent.
- ✦ You must turn papers in on the day they are due.
- ✦ In addition to checking for spelling errors, be sure to check for grammar mistakes as well. These sorts of errors are often due to sloppiness. Perhaps you did not proof-read.
- ✦ If you are unsure of your grammar or of how to write a good paragraph, you might want to visit the Write Place to get someone to read over your paper. Please make an appt. at the Write Place rather than just showing up. If I find writing mistakes or poor writing in your paper and I have not received confirmation from the Write Place that you went there, your grade will reflect this failure to improve your writing.
- ✦ Use people or equivalent instead of 'man'. Use 'she/he' or alternate between them rather than just using 'he'.
- ✦ Use the following format for your bibliography. If your discipline uses a different reference format, use that one but be consistent.
- ✦ ANY plagiarism results in a grade of 0. It is easy to recognize, it is easy to prove you did it and if you plagiarize you will ruin your grade.

Citation format and protocol

- ✦ You should have a citation after almost every sentence unless the sentence is the result of your own analysis.
- ✦ All citations must cite a page number regardless of whether it's a quote.
- ✦ Quotes must always have page numbers and "" around the quote. Avoid long quotes. Avoid quoting in the first sentence of a paragraph.
- ✦ Citations must ALWAYS look like this:
(Jones 2004:31) or (Ibid.)
- ✦ (Ibid.) is used if you're citing the same person and/or same page after you've cited author, date, page once already.
- ✦ PLEASE DO NOT use MLA style for citations.
- ✦ The period in the sentence goes after the citation (see examples below).

Bibliographic format

Please use this format unless you are more familiar with another one. Whatever format you use, be consistent.

books

Harvey, David. 1996. *Justice, nature and the geography of difference*. Oxford, Blackwell.

journal articles

Butzer, Karl W. and David M. Helgren. 2005. Livestock, land cover, and environmental history: the tablelands of New South Wales, Australia, 1820-1920. *Annals of the Association of American Geographers* 95(1):80-111.

book chapters

Longhurst, Robyn. 1999. Pregnant bodies, public scrutiny: 'giving' advice to pregnant women, in Elizabeth Kenworthy Teather, (Ed.) *Embodied geographies: spaces, bodies and rites of passage*. London, Routledge. pp. 10-35.

websites

Twin Cities Marathon. 2005. 'The most beautiful urban marathon in America', <http://www.twincitiesmarathon.org>, accessed May 22, 2005.

Grading system for papers

I use the following system to grade papers. It is designed to show students their strengths and weaknesses and to cover a range of important elements of the paper. This method holds you to a higher standard because you will need to do well in all four areas.

Writing (W)—did you organize the paper well within paragraphs and among them? Does it flow in a logical progression? Does it have an intro and conclusion? Do you make grammatical mistakes? Did you proofread? Are your sentences run on, without verb or subject? Do ideas fit well in each paragraph? Do you circle needlessly back to earlier arguments rather than move the argument through some sort of logical progression? Did you over quote, cite properly and format your bibliography?

Research (R)—what effort did you go to? Did you use primary sources? Did you consult newspaper articles or academic journals or books? Did you use too many websites instead of academic journals? Do you have enough sources? Did you incorporate class material?

Content (C)—has your research been well incorporated? Have you analyzed the materials you've read? Are you invested in your paper and the argument you're making? Did you pay any attention to my advice on content? Are you reciting facts rather than making an argument? What sorts of ideas are in your paper? Are they sophisticated? Do they follow course theories or ignore them?

Argument (A)—Did you begin with a research question? Do you have an argument? Is it strong? Is it sophisticated or too obvious? Did you pursue it through the paper? Did you make your case? Did your argument make use of what you've learned in class?

Plagiarism

Often students will take entire sentences, word for word, from published works and will fail to quote or even cite. This is plagiarism. I will be checking suspicious sentences and if I find that you have claimed sentences or terms as your own without quoting or citing, you will fail the course.

If you're unsure of what plagiarism is, it is your responsibility to find out. The defense 'I didn't know' will not hold up. To be safe, provide citations (author, date, page) for everything that is not common knowledge and not your original idea.

From St. Cloud State: Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructors' permission. <http://www.stcloudstate.edu/studenthandbook/code/conduct.asp>

Paper advice

1. Plagiarism: You are plagiarizing whenever you take a sentence, WORD FOR WORD, and do not quote it (with quote marks and a page number). You are plagiarizing when you take an idea, written in your own words, and do not cite the author. When you do not cite or quote, you are failing to recognize that ideas, research, the written word are all work and belong to someone.
2. Do not quote unless you have to. Sometimes quotes tell me that you couldn't be bothered figuring out how to write this in my own words' or, alternatively, 'I haven't a clue what this person is saying so I'll just quote. There is no excuse for quoting mundane facts or anything else you can translate. The only time you quote is when the author has said something so brilliant that you must quote it (quote 1 below) or has done so in such perfect terms that you feel *compelled* to quote (quote 2). This is what your quote should look like unless the quote is longer than a sentence, in which case, you indent. If you are starting with your own words but the author's original phrase capitalized the first word use [t]he as in the second quote. If you don't want to use the author's whole sentence, use ... for the words you take out but be sure what you're left with makes (grammatical) sense. 'Sic', incidentally, is a Latin word meaning 'thus', 'so', or 'just as that'. It is used to indicate that you have reproduced the quote faithfully, according to the original, but that the word prior to it is an incorrect or unusual use or spelling. So the author of the paper from which this quote was taken found the use of the term 'he' and 'his' incorrect, hence (sic).

“The perception of space is not a particular class of ‘states of consciousness’ or acts,” wrote Merleau-Ponty. “Its modalities are always an expression of the total life of the subject, the energy with which he (sic) tends towards a future through his body and his (sic) world” (1945: 283).

She wrote, “[t]he thinking behind welfare reform was that even the humblest jobs are morally uplifting and psychologically buoying. In reality they are likely to be fraught with insult and stress” (Ehrenreich 2000: 39).

3. The rule is: cite often, quote infrequently.
4. Cite the **author** in an edited volume, not the editor.
5. Avoid long quotes. In other words, use one or two.
6. Citing and quoting are not the same thing. You can cite without putting quotes around something. It just says, this idea or research isn’t mine, it belongs to x author. Cite without the page number when you’re referring to a main point of the text you’re citing from (see below). Cite with a page number (Alhindi 2005: 45) if you’re referring to a specific piece of information (e.g. a statistic) found in a work. The following is the way I’d like you to put a citation in the text. Always put the citation within the comma or the period.

Though the revalorization of embodiment has had a profound impact across academia (Williams and Bendelow 1998), its central insights have yet to be brought to bear on political geography.

7. If you can’t seem to start writing, try:
 - ⊕ Writing an argument (one sentence)
 - ⊕ Writing an intro that you will use as a guide for the rest of the paper. Refer to it when you get lost.
 - ⊕ Making an outline and filling it in—this will show what you have and what you still need to either think about or get data on
 - ⊕ Writing questions for yourself on what you have, don’t have, know, don’t know or diagram the pieces of your research subject area or question.
 - ⊕ Breaking it down into things you can deal with and approach the pieces rather than the whole.
 - ⊕ Writing a topic sentence for each paragraph as a start
 - ⊕ Giving yourself 3 minutes of free form, nonstop writing/paragraph to get your ideas going and to get something on the page. Don’t worry about what it says, just go on to the next after 3 minutes. Helpful to do the previous suggestions before this.
8. Topic sentences, the first sentence of a paragraph, should say something that tells us—this is what the paragraph is about. They can grab you and make you pay attention. They can be bold. At all costs avoid ‘throw away sentences’—sentences that the paper would be fine if you removed. Read your paper, sentence by sentence—does each one contribute? Are the first ones of each paragraph good, solid statements the follow from the previous paragraph, establish the theme of the current paragraph and make a statement within your argument? Or is your topic sentence a wishy-washy string of superfluous verbiage? If it’s the latter, remove, and try again.
9. To check whether your paper makes sense, remove the topic sentence of each paragraph, line them up and read all of them in succession. Do they flow? Do they give you the gist of the paper? Are they strong and not too long?

10. Each paragraph should be a new thought. If you have an outline, it will help to ensure that this is what happens. If each paragraph is about one idea, then you can avoid repetition.
11. Organization in writing is about the development of ideas. Your paper proceeds from an introduction that usually includes an argument and a statement as to what you will cover. Each paragraph should move you from one place/point to the next. It should move you inexorably toward the conclusion. Does your paper do this? If not, revise.
12. Do not moralize ('inequality is so wrong!!!') or tell me your opinion. These are research papers; save your editorializing for the school newspaper. Never use the terms: I believe, I feel in any writing, presentation or paper. Use 'I learned', 'I know from my experience', 'I think', 'I discovered'.
13. Do not write 'of course' or 'obviously'. Avoid sweeping statements (beginning with or including: all, every, always, never) because it's usually not that simple and it is rare for a fact or truth to be completely encompassing. Avoid really obvious statements (e.g. Inequality is everywhere.).
14. Back up your statements with the conclusions others have reached through their research or through facts others have documented.
15. Are you sure you're using words properly—look them up if you have any doubt.
16. Check your subject/verb agreement. Do you have a singular subject and a plural verb? Then it's incorrect. Use Strunk and White (*The elements of style*) or MS word grammar check.
17. Check your pronoun/noun agreement and your noun/verb agreement—tense and number.

Check list for final papers

- Pages numbered?
- Paper length?
- Spell checked?
- Grammar checked?
 - No run on (super long) sentences?
 - No sentences without subjects or verbs (fragments)?
- Punctuation done properly?
 - Proper use of semi colon, comma, period?
- Citations look like this (Grimm 2005:67)?
- Enough sources, peer reviewed, others?
- Used sources posted on d2l if relevant?
- Incorporated comments from draft?
- Made reference to class concepts?
- Primary research done?
- Consent form used and attached?
- Indication of consent (email, photocopy) attached?
- Bibliography consistent?
- No sexist language (e.g. man, his)
- No 'police' language (Caucasian female, use white woman)
- No language that suggests there "are races"
 - no Caucasian—use white, Anglo or European-white people
 - African American or black people is fine
 - American Indian is fine
- No long or unnecessary quotes? Use your own words whenever possible
- No quotes at beginning of sentence?
- Quotes explained?
- All ideas not your own cited or quoted?
- Did you cite as often as possible and/or necessary?
- Did you include page numbers in everything whether a quote or citation of someone's ideas?
- Did you mention your research question?
- Did you make an argument and support it?
- Did you engage in analysis?
- Does your argument carry through the paper logically?
- All paragraphs have topic sentences?
- Redundancy eliminated?
- Each sentence follows from the previous?
- One idea/paragraph?
- The next paragraph builds on the former?
- Did you introduce and tell me where you're going?
- Did you avoid colloquialisms?
- Did you avoid rhetorical statements or questions?
- Did you make an educated statement based on research and supported by documentation or did you present your opinion?
- Did you conclude by tying everything together?
- Did you upload final paper to the drop box in word format (if I can't read it, no grade)?

Oral Presentation

Presentation (15%)

You will be required to make an individual class presentation to develop writing and public speaking skills. This presentation will be derived from your paper. Your paper will not be finished by the time you present, but it should be nearly done.

Presentation Guidelines

- ✦ You must present an argument. Give us an outline of your talk. Pursue your argument through the presentation. Analyze your material. Don't just describe.
- ✦ You must prepare a power point for your presentation. There are tutorials Microsoft provides if you've never used it.
- ✦ Presentations may be no more than 8 minutes, 10 is the absolute max. Time them and practice until you can do it in 8 minutes. Points off for going over.
- ✦ Your presentation need not cover all of the points you make in the accompanying paper. You can choose several important points to convey in the presentation.
- ✦ Save your powerpoint to your disk space (access space) on the St. Cloud system AND bring it on a cd or flash drive. Wherever or however you store it, you should bring a back up method.
- ✦ I will determine the day on which you give your presentation based on the research question you've chosen.

When presenting:

- ✦ Make eye contact with your audience as much as possible (don't just look at me or your notes)
- ✦ Do not put more than a few words on the power point page—we end up reading, not listening
- ✦ Don't read off the powerpoint because that will indicate you've got too much on a slide
- ✦ Introduce yourself and your talk
- ✦ Tell us your presentation, don't read it word for word
- ✦ Give us an outline, tell us where you're going in the presentation
- ✦ Introduce and conclude. What's your argument and how will you go about making it?
- ✦ Be creative—if a map or photo or other image is called for, please add it. If you're telling us about a specific place, a map is necessary.
- ✦ Have a slide of sources or put sources on each page.

Presentation grade

- ✦ You will be graded on content, research, argument and style. This latter category includes preparation, delivery, length, creativity, the effectiveness of the powerpoint at conveying your ideas and your response to questions.

Expectations for those not presenting:

- ✦ Attendance is mandatory. If you miss any of these days without an excuse (medical), I will have to lower your participation grade.
- ✦ Be prepared to ask questions.