

Community and Environmental Sociology 500
Capstone Experience
Spring 2017

Prof. Leann M. Tigges
Lmtigges@wisc.edu

Office: 314 Agriculture Hall
Office hours: by appointment

The goal of this course is to put a “cap” on your major – to read, reflect, discuss, and write about overarching themes of Community & Environmental Sociology, and to prepare to leave UW. I’ve selected books that bring together the central themes of the major, and, in one case, timed our reading to coincide with the author’s visit to campus. In addition to the four books listed below, readings will be selected in consultation with you. One book, *Evicted*, is the Go Big Read selection and available for free through the program. The other books can be purchased from A Room of One’s Own Bookstore downtown or from a bookseller of your choosing.

You will play an active role in the course by bringing in connections to current events, suggesting readings, and leading and participating in discussions. My intention is to give you an opportunity to begin to bring your UW education to the world around you, to develop a stronger “sociological imagination” and consider the roles of “public sociology.” Your engagement in the course is critical to its success.

I would also like the course to help you with the next steps in your career. The writing sample and webpage requirements are part of that goal, but we also will engage in “group thinks” to sharpen our appreciation of the skills and training received. In addition, I will organize a panel of graduate students to discuss various paths and I will invite C&E Sociology alumni to talk about their careers. Let me know if you have other ideas or come across helpful materials.

My goals in designing this course are to help you realize and document the skills and knowledge you have acquired, to articulate the value of your education, especially but not exclusively within this major. I want you to push your critical thinking skills, to work on your writing and communication skills, and to have final products of which you will be proud. These goals are reflective of the following learning outcomes.

LEARNING OUTCOMES FOR THE MAJOR:

1. Understand how social science arguments are constructed and evaluated.
2. Develop ability to assess data quality and understand whether particular data is appropriate to answer specific questions.
3. Learn general theories on basic social processes, especially those related to the relationships between society and the environment and the social organization of communities.
4. Learn communication skills in the social sciences.

LEARNING OUTCOMES FOR THE CAPSTONE EXPERIENCE:

1. Understand the linkages between theory and practice and, relatedly, the concept and roles of public sociology.
2. Apply and advance critical thinking skills to form perspectives on issues, determine cause and effect, and evaluate solutions.
3. Improve understanding of the relationships between the local and global, between community and environment.
4. Improve communication skills in writing and speaking through development of a webpage, a writing sample, a research presentation, and reflective essays.

REQUIRED READING:

Evicted: Poverty and Profit in the American City, by Matthew Desmond (2016)

Global Heartland: Displaced Labor, Transnational Lives, and Local Placemaking, by Faranak Miraftab (2016)

Deported: Immigrant Policing, Disposable Labor and Global Capitalism, by Tanya Maria Golash-Boza (2015)

More than Just Food: Food Justice and Community Change, by Garrett Broad (2016)

Additional articles posted on course website (Learn@UW)

GRADES:**Written work -- 90% total**

4 Sociological reflections on assigned books and readings (2000 words each) @ 15% each

Due Dates: Feb. 13, March 13, April 10, April 24

Submit hard copy at the beginning of class, upload WORD file to dropbox by 1:30pm on due date

Writing sample (evaluated based on improvement and final product; professional presentation)

10% for first draft – Due March 31

5% for final draft – due May 12

5% presentation

Webpage 10% - due May 12

Class engagement –10%

Discussion leader roles

Participation in discussions (evidence of having done the reading, thoughtful comments)

Attendance (additional grade penalty for more than 3 absences)

Postings to discussion forums; peer reviewing; feedback on presentations

POSSIBLE PENALTIES:

Late papers lose one full letter grade; no papers will be accepted 5 days after the due date.

Failure to show up for a discussion leadership role will result in a 10% deduction from semester final grade.

Failure to attend class research presentations will result in a loss of 5% from semester final grade for every presentation day missed.

EVERYONE should be contributing to discussion EVERY class. Participation will be evaluated and worth 10% of your final grade. Excessive class absences (beyond 3) will lead to a poor participation grade and an additional full-letter grade reduction. If you cannot attend class because of illness or unavoidable schedule issues, please let me know. I will expect you to post your comments on the discussion board if you cannot attend class.

Grading scale

A = 93-100%

AB = 88-92

B = 83-87

BC = 78-82

C = 70-77

D = 60-69

F = <60

Etiquette: *Respect* must be shown toward each other at all times. We simply cannot have a high quality learning environment without tolerance and respect for each other's views. That said, I expect that your comments will be informed by evidence, and we will privilege research-based evidence over our personal observations, which may reflect our subconscious biases as well as the particular nature of our lives.

Common courtesies and professional conduct are expected. Please remember that the classroom is a place for learning. That means that your **CELL PHONE IS TURNED OFF** while class is in session and that you do not engage in behaviors that place barriers to your and others' learning. Examples that spring to mind include checking your phone, texting, sleeping, chatting, eating, leaving the room, and other distracting actions. If you have a medical reason to leave the room during class, please let me know so we can figure out how to minimize the disruption to the class.

Please limit your use of laptops or other internet devices including ipads (tablets) to consulting readings. While computers are a valuable tool for research and study, they are inimical to participation and collegiality in the classroom, creating a "cone of distraction."

Academic integrity. Cheating (including plagiarism) is not tolerated. Students who are caught cheating will automatically receive an F (zero points) for the relevant assignment. In addition, the incident will be reported in writing to the Dean of your school or college as well as the Dean of Students so that they may decide whether further disciplinary action is needed. A clear definition of plagiarism and information about disciplinary sanctions for academic misconduct can be found at the Dean of Students website. It is your responsibility as a UW student to be knowledgeable of these rules; lack of familiarity with the rules will not excuse misconduct.

Plagiarism sometimes occurs because students do not understand how to correctly acknowledge their sources. The Writing Center provides excellent guidelines that I encourage you to consult:

http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Plagiarism detection software may be used in this course.

Please note the following from <http://www.wisc.edu/students/saja/misconduct/misconduct.html>

Academic misconduct is governed by state law, **UWS Chapter 14**. Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent)
- Intentionally impedes or damages the academic work of others (tampering with another student's experiment)
- Engages in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for regrading)
- Assists other students in any of these acts

For more information, see <https://www.students.wisc.edu/doso/students/>

ABOUT THE WRITING SAMPLE: By the end of the semester, you should have a polished writing sample. The paper will be graded on improvement *and* final quality. Meet with me to discuss what paper to use and how to begin reworking it. We may engage in peer review to help each other improve the

product. Many of you will benefit from the services provided by the Writing Center and I encourage you to take the first draft of the writing sample to them.

Target length (not including bibliography and tables) for research papers: 15 pages; for essays: 10 pages. Everyone will give and provide feedback to others on a 10 minute professional presentation in class; you may substitute presentation at Undergraduate Research Symposium on April 13.

SCHEDULE:

I will post deadlines and reading schedule on the course website. Subscribe to notifications on Learn@UW so that you are always informed about the deadlines, news, discussions, and additions to content.

Jan. 18 - Welcome & overview

Jan. 23 - Read and discuss C. Wright Mills, *The Sociological Imagination*, Chapters 1, 7-10 (posted on Learn)

Jan. 25 - Read and discuss Michael Burawoy, "On Public Sociology" (2005), "An Open Letter to C. Wright Mills" (2008)

Jan. 30 - Read Matthew Desmond, *Evicted*, "About this project"
Discussion of connections to Burawoy and Mills

Feb. 1 - Guest speaker: Lauren Seich, Tenant Resource Center, bilingual housing resource specialist;
Continue reading *Evicted*

Feb. 6 - Discussion of *Evicted*, Chapters 1-12

Feb. 8 - Discussion of *Evicted*, Chapters 13-Epilogue

Feb. 13 – ****Reflection paper** due; other activities to be announced

*Feb. 15 - DoIT workshop on Wordpress to help prepare your webpage

NOTE LOCATION: B1144A (lower level) Biochemistry 420 Henry Mall (corner of Campus Dr.)

Draft: resume; description of skills, experiences; files with photos, essays, writing samples

Feb. 20 – Read and discuss Faranak Miraftab's *Global Heartland*, Introduction, Parts I & II (pp. 2-129)

Feb. 22 - Miraftab, Part III (pp. 130-159)

Feb. 27 - Miraftab, Part IV & Conclusion (pp. 160-224)

*March 1 – No regular class meeting. Required attendance at "C&E Soc Dinner and a Movie Night" at Union South, Social Cinema screening of *The True Cost*; Meet at Union South pizza place at 6:15pm, film begins at 7pm followed by discussion

March 6 - check course website for assigned reading

March 8 - Guest speaker: Prof. Jane Collins leads discussion of global apparel and textile industries
check course website for assigned reading

March 13 - ****Reflection paper** due; TBA

March 15 - in class film *AbUsed: The Postville Raid*

March 18-26 - Spring Break (happy dance)

March 27 – read and discuss Golash-Boza’s *Deported*, Introduction & Chapter 1

March 29 – *Deported*, Chapters 2&3

*March 31, 3pm Tanya Golash-Boza delivers C&E Sociology Haller Lecture: Attendance encouraged
First draft of writing sample due

April 3- *Deported*, Chapters 4&5

April 5 – *Deported*, Chapters 6&7, Conclusion

April 10 - ****Reflection paper** due

Guest speakers: Kimberley Wright and Lauren Rudersdorf, Midwest Environmental Advocates

April 12 - Garrett Broad, *More than Just Food*, pp. 1-59

*April 13 Undergraduate Research Symposium (noon to 5p)

April 17 – *More than Just Food*, pp. 60-128

April 19 - *More than Just Food*, pp. 129-210

April 24 - ****Reflection paper** due

April 26 - Presentations

May 1– Presentations

May 3 – Wrap up

May 12 - ****WEBPAGE and Writing Sample Due**

LET’S HAVE A GREAT SEMESTER!