**SOC 149: Urban Underclass**

**Discussion Section Syllabus**

Stanford University

Winter 2016

Wednesdays 11:30-12:20pm

Room: School of Education, Room 208

TA: Jasmine Hill

Office: Building 120, 042

E-mail: jasmine5@stanford.edu

Office Hours: Thursdays at 11:00-12:00pm

 **Section Guidelines**

Discussion section is designed to help students further understand and challenge concepts presented in class lectures. Discussion sections will be split into two basic parts: 1) a review of important material presented in class and/or material which is difficult to understand and 2) presentations led by students each way. Grades for section participation will be based on being present, demonstrating knowledge of the reading material, and showing effort to engage in and enable productive discussion with your peers. Unexcused absences are not permitted and persistent tardiness will impact section participation grades.

**Presentation Schedule**

**Week 2: Jan 13, 2016 - *Making the Second Ghetto***

Frankie Willcox fwillcox@stanford.edu

**Week 3: Jan 20, 2016 - *Declining Significance of Race***

Andie Grossman - aj144man@gmail.com

**Week 4: Jan 27, 2016 - *American Apartheid***

John Ribeiro-Broomhead - johnsrb3@stanford.edu

Andrea Ruedas aruedas@stanford.edu

**Week 5: Feb 3, 2016 - *American Apartheid/Mid-Term Exam***

 Sally Lape - sjlape@stanford.edu

**Week 6: Feb 10, 2016 - *The Power Broker/There Are No Children Here***

Adrian Harrison - arh@stanford.edu

Davis Wertheimer - daviswer@stanford.edu

**Week 7: Feb 17, 2016 -*Black Wealth/White Wealth***

Andrea Flores- andrea14@stanford.edu

Linda Xiong - lxiong@stanford.edu

**Week 8: Feb 24, 2106 - *Streetwise***

Kanani Schnider - kananis@stanford.edu

**Week 9: Mar 2, 2016 - *Losing Ground/Consequences of Welfare Reform/Moynihan***

Ada Thatcher-James - adat@stanford.edu

Miranda Strominger - mirstrom@stanford.edu

**Week 10: Mar 9, 2016 - *The New Jim Crow***

Jade Arellano - jarella2@stanford.edu

**Office Hours and Seeking Help**

I am available for weekly office hours at the times listed above, or by appointment. I’m happy to answer questions about the class by e-mail. Questions about exams will be responded to until before 9:00pm on the evening prior to the due date. Generally, please allow up to 24 hours for email responses.

The cost of course materials may inhibit the full participation of some students. If this is the case, feel free to contact me as there is a limited supply of materials that can be loaned out if needed. Course material will also be available on 2-hour loan at Green Library.

Link to course playlist [here](https://open.spotify.com/user/125063924/playlist/1B5YycPSbotHy3JHuVh3Dr).

**Attendance and Participation**

As stated in the course syllabus, attendance and participation in discussion section make a core portion of the final grade. As in most sections, I will be consistently paying attention to the extent of each student’s participation.

While section participation usually refers to speaking openly in discussions, I understand that not everyone can participate in this manner. If this is the case, I encourage students to express this to determine more appropriate participation strategies. Here are some concrete ways to participate actively:

* Ask a question or make a comment that shows you are interested in what another person says or encourages another person to elaborate on something they have said.
* Make a comment that draws a link between a classmate’s comment and a text, or between two classmates’ contributions.
* Contribute something that builds on what someone else has said, being explicit about the connection.
* Make a comment that draws out a recurring theme in the discussion
* Bring in a resource (e.g., reading, website, video) that is not covered in the syllabus but adds new information or a new perspective to our learning.
* Create space for someone who has not yet spoken to contribute to the conversation.
* Use body language (in only a slightly exaggerated way!) to show interest in what different speakers are saying.

**Inclusivity**

If students from nuerodiverse backgrounds have recommendations on how to enhance the overall learning experience, we welcome feedback and recommendations. For the purposes of inclusivity, I request that students use gender inclusive language in section and respectfully engage/challenge others in the classroom. For student parents, I welcome children to non-disruptively join weekly discussions.

**Note for Students with Documented Disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

**Other Course Expectations**

* TA will not lecture through section
* Ineffective/unnecessary PowerPoints will not be used
* While the TA will comprise a plan of action for each section, space will be left to explore unanticipated topics, etc.
* TA will refrain from asking overly guiding questions or questions with only 1 answer
* Section time will be partially spent with a focus on preparation for exams, with also time set aside before exams specifically
* TA will share study strategies with student before exams