

**Senior Seminar: Social Structure, Social Interactions and Social Control**  
**Sociology 410 "S"**  
**Spring 2017**  
**MWF 12:30**  
**Asbury 112**

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**Asbury Hall 305**  
**Office hours: Mondays and Wednesdays (1:30-2:30 or by appointment)**  
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**SEMINAR DESCRIPTION**

"All social problems turn out to be problems of social control" (Park and Burgess 1921)."

Social control was the organizing theme for the American Sociological Association conference in 1917. Nearly a century later, contemporary sociologists still focus on how social control affects social order. Most of us conform to the overarching norms of our society, but why? What happens if we don't? How do social institutions such as medicine, sexuality, sports, the media, the police and military, work, education and religion affect social structure, relationships, identities, norms and opportunities? How do people reify and resist the myriad sources of social control? How can we use an intersectional approach to understand social control?

The first half of the semester we will explore these issues as we gain an understanding of formal and informal social control through the lens of various social institutions. We will also explore how social control is developed and maintained through ongoing socialization. Finally, we will read and discuss materials specifically about the research process.

Drawing on the conceptual resources of the course, each of you will empirically investigate some aspect of social control from a macro and/or micro approach. Your thesis will be based on original data collection methods. Your projects will result in a 25-35 page academic paper (fashioned after a journal article), which you will present at the departmental Senior Symposium.

**SEMINAR OBJECTIVES**

1. To obtain a thorough grounding in the social-scientific literature on social control.
2. To understand the core theoretical issues and approaches related to issues of social control.
3. To recognize the various ways that human behavior is monitored, affirmed, altered and constrained via various means of informal and formal social control across numerous social institutions as well as in social interactions. To also recognize the consequent implications for social, economic and political life.

4. To appreciate how structural patterns of inequality can be reproduced, exacerbated and/or challenged by various types of social control.
5. To develop the discipline and independence needed to design and carry out an original research project.
6. To practice the skill of presenting social-scientific research to a critical audience.

### **“S” OBJECTIVES**

As part of DePauw’s competency program in oral communication, this course is designed to enhance your speaking and listening skills. In fact, speaking and listening are the foundation for everything we do this semester. We will talk about speaking and listening skills, practice them, and refine them. Weekly contributions to discussion, a facilitation of the discussion on one reading, and two in-class presentations of your research are the activities I will use to assess your competency at the end of the semester. To be certified “S” competent you are required to do satisfactory work (i.e., “C-“ or better) on these four aspects of the class. Please note that “S” certification and your letter grade for the class are two distinct assessments. It is possible to pass the course, but not be “S” certified.

### **REQUIRED READINGS**

Required readings will be placed on Course Reserves and listed in the schedule under the author(s)’ last name(s).

### **SEMINAR REQUIREMENTS**

Attendance at all seminar meetings. You should make this seminar a priority in your life and attend all seminar sessions. Missing classes will significantly affect your class discussion grade.

Class discussion (50 points, including attendance). The seminar is discussion-based. While I will present mini-lectures from time to time, the bulk of our meetings will be spent discussing the assigned readings or your independent research. Your contributions will be particularly important when class members present their thesis work-in-progress. The quality of your participation will be assessed over the course of the semester. I will ask for your input and the input of your peers before assigning a grade.

Facilitation of discussion on a reading (50 points). Everyone will take a turn facilitating discussion of one of our readings. The assignments are indicated on the schedule below. You should schedule an appointment to meet with me prior to your assigned day.

Thesis topic and bibliography #1 (5 points). Due Sunday, January 29 by five via email. In no more than one page, discuss the focus of your thesis and why you have selected this topic. Note the kinds of questions you hope to investigate and how you will go about answering them. Attached to this statement should be an abbreviated annotated bibliography of 3 academic journal articles or books related to your to

your topic. The annotations should demonstrate that you've read these sources.

How to pick a topic? The most important thing in selecting a topic is to pick something you are passionate about and find important, as you will be living and breathing it for the next 3 months. I strongly encourage you to craft a project that will have relevance to you beyond this semester. For example, if you are involved in community activism you might want to study efforts at social change and how social control may impede or facilitate activism. If you are thinking of seeking employment in the intimate violence field after graduation, you may want to study how the criminal justice treats abusers and survivors of intimate abuse. If you want to go on to law school, you might compare how socialization in law school prepares students for their future careers (this happens via social control). In short, your senior thesis does not have to be simply a "hoop" you are required to jump through that ends up in a box at the back of your closet. Make it useful personally and make it your own. You are not required to study a specific institution or social interactions we look at in the course but must use a frame of social control (simply efforts to affect behavior.) Think broadly—just about everything in contemporary life is subject to social control. You can take a macro or micro approach with this as well.

I will approve most any topic, as long as it intersects in some way to social control. Three stipulations: 1) your research must be built on academic, social science literature. (Be sure to verify that a scholarly literature exists before you finalize your topic.); 2) your research must involve original data collection (interviews, surveys, document analysis, participant observation, etc.; and 3) you must select a topic and/or an organization(s) to which you can easily obtain access. (Preliminary inquiries should be made as soon as possible.) Be sure that your project does **NOT** involve any of the following:

Special or protected populations (e.g., participants under 18, prisoners, in/outpatients, mentally/physically disabled, pregnant women);

Deception;

Pose physical risks to participants;

Pose stress or discomfort to participants beyond everyday levels;

Involve private records (e.g., medical or educational data linked to names);

Probe for sensitive personal information (e.g., disease/disorder/disability status).

Present offensive, threatening, or degrading material.

Studying any of the above involves a more stringent and time-consuming Institutional Review Board approval process that makes it nearly impossible to complete your research in one semester. See the following link:

<http://www.depauw.edu/offices/academic-affairs/human-participants-and-animal-use/irbguidelines>

How to find sources? Your thesis should be built around scholarly sources in the social sciences and include both scholarly books and journal articles. Good on-line indexes to check include: Academic Search Premier (with icon for peer-review articles checked), Annual Review of Sociology, Humanities and Social Sciences

Retrospective, JSTOR, Project Muse, Sociological Abstracts, and World Cat (for books). You should check multiple on-line indexes, not just one or two. Web pages or organizational publications may be useful for background, but be sure to balance them with scholarly work. Popular sources from newspapers or magazines should be used sparingly. We will meet with a reference librarian on the second day of class. You are also encouraged to sign up for an individual meeting with them to make sure you have pursued all avenues in accessing material related to your topic. Please take the initiative to arrange a time to meet. Students who have met with a librarian one-on-one in the past have had very positive experiences. Please use ASA formatting (and double-space) your bibliography. **See Citing Sources on Course Reserves.**

How do I write an annotation? In order to write an annotation, you need to read the source and reflect on how it is related to your project. Write a paragraph summarizing in your own words the article/book (identify the research question, the theory used, the methodology employed, and the key findings). Add a sentence or two reminding you how the source fits with your overall project (e.g., This is a very recent empirical piece that should be included in my literature review; This article is off-topic, but has a great discussion of the theory I will be using on pp.10-13). Do not simply cut and paste the abstract. Please double-space your annotations.

Thesis topic and bibliography #2 (10 points). Due **Monday, February 6.**

In no more than one page, revise your thesis topic statement and add 7 sources to your annotated bibliography (for a total of 10). Revise your first 3 annotations if I indicated in my comments that they are deficient. Also include a preliminary discussion of the theoretical framework you plan to use and include theoretical sources (as part of the 7 new entries). This document is designed to show me that you are making progress on gathering relevant sources, reading extensively on your topic, revising/refining your overall thesis statement, and identifying a theoretical framework to use in your thesis.

Thesis topic and bibliography #3 (25 points). Due **Wednesday, February 15.** In no more than one page, finalize your thesis topic statement. Add 10-15 sources to your annotated bibliography (for a total of 20-25).

\*\*For a thesis of 25-35 pages in length, you should have at least 20-25 sources, but the exact number will vary depending on your topic. Some sources from your first two bibliographies may drop out because they are no longer relevant to your refined thesis and you will add new ones that you come across as you read more.

\*\*When you turn in your final thesis, you should remove the annotations from your bibliography. In the end, your bibliography should only include sources that you cite in your thesis.

Informal presentation of research design (25 points). On **Monday, February 20, Wednesday, February 22 and Friday, February 24 (see schedule)**, you will present your research design to the class. This is an informal presentation (no more than 10 minutes) and an opportunity for you to get advice and feedback from the

entire class. You should bring 10 copies of your research instrument (interview questions, survey, coding sheet). Explain your research design: What method of data collection will you employ? What population will you sample? What is your sample size? What questions will be asked or what data will be collected? How will you analyze your data? What problems do you foresee, if any? If appropriate, you should also discuss how you have obtained access to the participants you are studying.

Institutional Review Board forms (required but not graded). Due **Wednesday, March 1**. You should turn in completed IRB forms for me to review. After receiving my comments and making edits, you will then submit to the IRB. Instructions and forms are located on the DePauw Website (go to Academic Affairs, then Human Participants and Animal Use). **If you are using human subjects in your research you cannot begin your data collection until you receive approval from IRB.**

Thesis draft. (25-35 pages) Due **Friday, April 14 and Wednesday, April 19 (see schedule)** to me and assigned critic. The first version of your thesis should be a complete document, including a title page, introduction, all sections, source citations in the text for all borrowed ideas, a conclusion and a bibliography. I (as well as your assigned critic) will provide you detailed comments on the first draft of your thesis. **Failure to submit a draft of your thesis will result in a 50-point deduction from your total points for the course.**

Formal presentation of thesis (50 points). On **Friday, April 14, Monday April 17 or Wednesday, April 19 (see schedule)**, you will have 10 minutes to present your research to the class. The presentation should be structured as if you are presenting it at the Senior Symposium at the end of the year. Therefore, unlike the presentation of your research design, this presentation should be professional and polished.

Critic's comments on draft (10 points). Due **Wednesday, April 26**, comments due. Your comments should take two forms: markings on the thesis draft itself and written comments summarizing your major concerns.

Senior Symposium (mandatory). **Thursday, May 4.** At the end of every academic year, all sociology and anthropology seniors present their senior thesis to the wider DePauw community and parents. Please consider this advanced notice that you are required to present at this event even though it is at the end of the academic year and outside our regular class meeting time. It is set up like a mini-conference with concurrent sessions organized by theme (10 minute presentations followed by Q & A). A short awards ceremony follows the presentations.

Evaluation of critic's comments on draft (5 points). Completed during class on **Friday, May 5**. You will be asked to evaluate the quality of your critic's comments on your thesis draft. These comments will be confidential and only read by me.

Final thesis (200 points). Due **Wednesday, May 10 by 2:30 p.m. in my office** (late theses will be penalized). The work you have been doing all semester should help you pace yourself over the course of the semester so you can produce a thesis of the highest of quality. In revising, you should take into account my comments, your critic's comments, as well as find additional ways to improve the document on your own. Your final thesis of 25-35 pages should be carefully edited and proofed, and reflect your best work. Don't forget to turn in your critic's marked up draft of your thesis.

Senior comprehensive requirement. Fulfilling the senior comprehensive requirement in Sociology or Sociology/Anthropology involves writing a 25-35 page senior thesis of satisfactory (C- or higher) quality. A thesis of unsatisfactory quality will need to be redone in order to graduate and will lower your overall course grade.

### **SEMINAR POLICIES**

How grades are calculated. Grades will be determined using the following point and percentage systems. In order to pass the seminar, you must complete **ALL** of the assignments.

Class discussion 50 points  
Facilitation of discussion 50 points  
Topic and bibliography #1 5 points  
Topic and bibliography #2 10 points  
Topic and bibliography #3 25 points  
Presentation of research design 25 points  
IRB forms required but not graded  
Draft of thesis required but not graded [50 point penalty]  
Presentation of thesis 50 points  
Comments on partner's thesis 10 points  
Evaluation of partner's comments 5 points  
Final thesis 200 points  
Senior Symposium presentation required but not graded

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Total 430 points  
Final grade:  
90% and above = A-, A  
80%-89% = B-, B, B+  
70%-79% = C-, C, C+  
60%-69% = D  
59% and below = F

Late Work. The semester is fast-pace. Missing a deadline has consequences for keeping you (as well as the rest of the class) on track. **Handing in an assignment late will result in a 5-point penalty for every 24-hours in which it is late.** Exceptions will be made only if you have an official excuse from the university (due to sports or other university business) or a **grave** illness. No late assignment will be

accepted after the last day of classes.

Security Measures. I ask that you keep copies (hard-copies and virtual copies) of your work before handing it in.

Honor Code. As with all courses at DePauw University, you are bound by the policy on academic integrity. I highly encourage you to reread the policy if you have not reread it this semester:

<http://www.depauw.edu/handbooks/student/acadlife/app/aip/dishonesty/>  
Academic dishonesty includes the following: cheating, fabrication, facilitating academic dishonesty, plagiarism, multiple submissions, abuse of academic material, deception and misrepresentation, electronic dishonesty, and carelessness. Each of these violations is described in detail in the Student Handbook. See me if you have any questions about your obligation to uphold this policy. Here is new information about avoiding academic dishonesty.

<http://www.depauw.edu/academics/academic-resources/academic-integrity/>  
While I encourage you to work together in small groups and discuss the course material among yourselves outside of class, the thesis should be written without collaboration and should reflect your independent ideas.

Special Accommodations. It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis.

Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

Religious Holy Days and Observances. In accordance with DePauw policy, I am happy to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Please notify me well in advance of any planned absences.

Laptops and Phones. No laptops in class unless I specifically ask you to bring them. This means that you will need to make hardcopies of the readings posted on Reserves and/or bring in notes from the reading. Please silence your phone and put it away. No texting during class.

**Agreement to abide by course policies. If you have read and understand the policies above, please email me ([asuares@depauw.edu](mailto:asuares@depauw.edu)) with the subject line: "I have read and agree to abide by the course policies."**

**SEMINAR SCHEDULE**  
**(Readings are to be done for the class period listed).**

DATE	ASSIGNMENT DUE DATES AND CLASS AGENDA
1/29 (Sunday)	<b>Thesis topic and bibliography #1 due.</b> See details under "Assignments." Send to me by 5pm on Sunday by email.
<b>What is social control and why does it matter?</b>	
1/30 (Monday)	Introduction to class.  <u>Read for class:</u> Syllabus Foucault, Michel. 1978. <i>The History of Sexuality, Volume 1: An Introduction</i> . New York: Pantheon Books. Part 4, Chapters 1-2. Foucault, Michel. 1977. <i>Discipline &amp; Punish: The Birth of the Prison</i> . New York: Random House.  <i>AS: Decide on class facilitation dates and independent meetings.</i>
2/1 (Wednesday)	Meeting with librarian. Please bring laptops. Set up individual appointments with librarian.  <i>AS: Return assignment #1. Discuss expectations for assignment #2.</i>
2/3 (Friday)	No class (Suarez at conference.) Work on thesis topic and bibliography #2.
2/6 (Monday)	<b>Thesis topic and bibliography #2 due.</b>  <u>Read for class:</u> Mills, C. Wright. 1958. "Structure of Power in America Society." <i>The British Journal of Sociology</i> 9:29-41. Conrad, Peter and Joseph W. Schneider. 1992. <i>Deviance and Medicalization: From Badness to Sickness</i> . Philadelphia: Temple University Press. (Chapters 9 and 10.)  <i>AS: Discuss expectations for class facilitations.</i>

<b>Medicine, Gender and Social Control</b>	
2/8 (Wednesday)	<p><u>Read for class:</u>            Umberson, Debra. 1992. "Gender, Marital Status and the Social Control of Health Behavior." <i>Social Science and Medicine</i> 34: 907-917.            Davis-Floyd, Robbie E. 1992. <i>Birth as an American Rite of Passage</i>. Berkeley: University of California Press. Chapter 2.</p>
2/10 (Friday)	<p><u>Read for class:</u>            Georges, Eugenia. 1997. "Fetal Ultrasound Imaging and the Production of Authoritative Knowledge in Greece." Pp. 91-112 in <i>Childbirth and Authoritative Knowledge</i>, edited by Robbie Davis-Floyd and Carolyn F. Sargent. Berkeley: University of California Press.</p> <p><b>(Facilitator: _____ )</b></p> <p><i>AS: Return assignment #2. Discuss expectations for assignment #3.</i></p>
2/13 (Monday)	<p><i>AS: Discuss how to write a literature review. Work on outline in class.</i></p>
<b>Sexuality and Social Control</b>	
2/15 (Wednesday)	<p><b>Thesis topic and bibliography #3 due.</b></p> <p><u>Read for class:</u>            Harding, Sandra. 1987. Is there a Feminist Method? In <i>Feminism and Methodology</i>. Ed. Sandra Harding. Bloomington: Indiana University Press.</p> <p>Miller, Jody and Kristin Carbone-Lopez. 2013. "Gendered Carceral Regimes in Sri Lanka: Colonial Laws, Post-colonial Practices and the Social Control of Sex Workers." <i>Signs</i> 39: 79-103.</p> <p><i>AS: Discuss expectations for research design presentations.</i></p> <p><b>Resources for how to design a questionnaire and how to conduct interviews.</b></p> <p>Berg, Bruce L. 2004. <i>Qualitative Research Methods for the Social Sciences</i>. Pearson: Boston. (Chapter 4: A dramaturgical look at interviewing.)            Fowler, Floyd J. Jr. 1995. <i>Improving Survey Questions: Design and Evaluation</i>. Thousand Oaks: Sage Publications, Inc. Chapter 2.</p>

	Johnson, William A. Jr., Richard P. Rettig, Gregory M. Scott and Stephen M. Garrison. 2006. <i>The Sociology Student Writer's Manual</i> , 5 <sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc. Chapter 4.
2/17 (Friday)	<p><u>Read for class:</u> DeMichele, Matthew T. and Richard Tewksbury. 2004. "Sociological Explorations in Site Specific Social Control: The Role of the Strip Club Bouncer." <i>Deviant Behavior</i> 25: 537-558.</p> <p><b>(Facilitator: _____)</b></p>
2/20 (Monday)	<p><b>Presentation of Research Design in Class (Brian Chan, Alexandria Follett and Taylor Howard). Bring 9 copies of research instrument (survey, interview questions or coding sheet).</b></p> <p><i>AS: Return assignment #3.</i></p>
2/22 (Wednesday)	<p><b>Presentation of Research Design in Class (Charlyne Kwenin, Shajaya Martinez and Annalysse Mason). Bring 9 copies of research instrument (survey, interview questions or coding sheet).</b></p> <p><i>AS: Discuss how to fill out IRB forms.</i></p>
2/24 (Friday)	<p><b>Presentation of Research Design in Class (Michele McLane, Sierra Walling and Elisabeth Wilson). Bring 9 copies of research instrument (survey, interview questions or coding sheet).</b></p> <p><i>AS: Discuss how to fill out IRB forms.</i></p>
<b>Women, Sports and Social Control</b>	
2/27 Monday	<p><u>Read for class:</u> Kerr, Roslyn. 2014. "From Foucault to Latour: Gymnastics Training as a Socio-Technical Network." <i>Sociology of Sport Journal</i> 31: 85-101.</p>
3/1 Wednesday	<p><b>IRB forms due to me.</b></p> <p><u>Read for class:</u> Dworkin, Shari. 2001. "'Holding Back': Negotiating a Glass Ceiling on Women's Muscular Strength." <i>Sociological Perspectives</i> 44: 333-350.</p> <p><b>(Facilitator: _____)</b></p>

3/3 (Friday)	No class (Suarez at conference.) <b>You should be writing your literature review and working on your methods section.</b>
<b>Hegemonic Masculinity and Social Control</b>	
3/6 (Monday)	<u>Read for class:</u> Ricciardelli, Rosemary, Kimberley A. Clow and Philip White. 2010. "Investigating Hegemonic Masculinity: Portrayals of Masculinity in Men's Lifestyle Magazines." <i>Sex Roles</i> 63:64-78. <b>Bring any men's magazines you can find!</b>  <i>AS: Return IRB forms and discuss.</i> <b>Revise IRB forms and turn them in to IRB ASAP. You may not start data collection until you have approval!</b>
3/8 (Wednesday)	<u>Read for class:</u> Lanzieri, Nicholas and Tom Hildebrandt. 2011. "Using Hegemonic Masculinity to Explain Gay Male Attraction to Muscular and Athletic Men." <i>Journal of Homosexuality</i> 58: 275-293. <b>(Facilitator: _____)</b>
<b>The Military, Police and Social Control</b>	
3/10 (Friday)	<u>Read for class:</u> Nolan, Thomas. 2009. "Behind the Blue Wall of Silence." <i>Men and Masculinities</i> 12: 250-257. Conti, Norman. 2009. "A Visigoth System: Shame, Honor and Police Socialization." <i>Journal of Contemporary Ethnography</i> 38: 409-432.
3/13 (Monday)	<u>Read for class:</u> Godfrey, Richard. 2016. "Soldiering on: Exploring the Role of Humour as a Disciplinary Technology in the Military." <i>Organization</i> 23: 164-183. <b>(Facilitator: _____)</b>
<b>Religion, Education, Work, and Social Control</b>	
3/15 (Wednesday)	<u>Read for class:</u> Regnerus, Mark D. 2003. "Moral Communities and Adolescent Delinquency: Religious Context and Community Social Control." <i>Sociological Quarterly</i> 44: 523-554.

3/17 (Friday)	Best, Amy L. 2013. <i>Prom Night: Youth, Schools and Popular Culture</i> . Abindgon, Oxon: Routledge. Chapter 5. <b>(Facilitator: _____ )</b>
3/20 (Monday)	Vaidyanathan, Brandon, Simranjit Khalsa, and Elaine Howard Ecklund. 2016. "Gossip as Social Control: Informal Sanctions on Ethical Violations in Scientific Workplaces." <i>Social Problems</i> 63: 554-572.
<b>Data Collection</b>	
3/22 (Wednesday)	<b>Check in:</b> Be prepared to discuss data collection and progress on literature review and methods.
3/24 (Friday)	No class. Suarez at meeting. <b>Continue data collection.</b>
3/27-3/31	Spring break
4/3 (Monday)	No class. Individual conferences in my office. Be prepared to give me a status report on your research. Bring questions, drafts of literature reviews, research instruments, etc.  12:30: 12:50: 1:10:
4/5 (Wednesday)	No class. Individual conferences in my office. Be prepared to give me a status report on your research. Bring questions, drafts of literature reviews, research instruments, etc.  12:10 12:30: 12:50: 1:10:
4/7 (Friday)	No class. Individual conferences in my office. Be prepared to give me a status report on your research. Bring questions, drafts of literature reviews, research instruments, etc.  12:30: 12:50: 1:10:

<b>Data Analysis</b>	
4/10 (Monday)	<p>No class. Individual conferences in my office (optional).</p> <p><b>Resources for interview data:</b> Coffey, Amanda and Paul Atkinson. 1996. Making Sense of qualitative Data. Thousand Oaks: Sage Publications. (Chapter 2: Concepts and Coding.)</p> <p><b>Resources for survey data:</b> Schutt, Russell K. <i>Investigating the Social World</i>. 2006. Designing Questions to Gather Factual Data. Thousand Oaks, CA: Sage Publications. Chapter 14. <a href="http://www.ats.ucla.edu/stat/seminars/survey_monkey.htm">http://www.ats.ucla.edu/stat/seminars/survey_monkey.htm</a></p>
4/12 (Wednesday)	No class. Individual conferences in my office (optional).
<b>Thesis draft and research presentations</b>	
4/14 (Friday)	<p><b>Complete first draft of thesis due. Bring a copy for me and your critic.</b>  <b>Shajaya Martinez (critic Annalysse Mason)</b>  <b>Annalysse Mason (critic Michelle McLane)</b>  <b>Michelle McLane (critic Sierra Wallin)</b>  <b>Sierra Wallin (critic Elisabeth Wilson)</b>  <b>Elisabeth Wilson (critic Shajaya Martinez)</b></p> <p><b>In class presentation of research (Shajaya, Annalysse and Michelle)</b></p> <p><i>AS: Discuss in class expectations for your peer critiques of drafts.</i></p>
4/17 (Monday)	<b>In class presentation of research (Sierra, Elisabeth and Brian)</b>
4/19 (Wednesday)	<p><b>Complete first draft of thesis due. Bring a copy for me and your critic.</b>  <b>Brian Chan (critic Alexandria Follett)</b>  <b>Alexandria Follett (critic Taylor Howard)</b>  <b>Taylor Howard (critic Charlyne Kwenin)</b>  <b>Charlyne Kwenin (critic Brian Chan)</b></p>

	<b>In class presentation of research (Alexandria, Taylor and Charlyne)</b> <i>AS: Return drafts for Shajaya, Annalysse, Michelle, Sierra and Elisabeth.</i>
4/21 (Friday)	No class. Individual conferences in my office (optional).
4/24 (Monday)	<i>AS: Return drafts for Brian, Alexandria, Taylor and Charlyne.</i> <b>Pick up at my office during class time.</b>
<b>Thesis revision</b>	
4/26 (Wednesday)	<b>Critical comments to your partner due in class.</b> <b>Include marked up manuscript and separate Comments (2 copies) (also turn in with final thesis!)</b>
4/28 (Friday)	No class. Individual conferences in my office (optional).
5/1 (Monday)	No class. Individual conferences in my office (optional).
5/3 (Wednesday)	<b>Optional practice presentations in class or to be determined.</b>
5/4 (Thursday)	<b>Senior Symposium: Thesis presentations by all Anthropology and Sociology graduating seniors! Location TBA.</b>
5/5 (Friday)	Class evaluations. Bring laptop. Evaluation of critics' comments---will do in class (only goes to AS). Evaluation of peers' contribution to seminar---will do in class (only goes to AS).
5/8 (Monday)	No class. Individual conferences in my office (optional).
5/10 (Wednesday)	<b>Final draft of thesis due in my office by 2:30.</b>