

Capstone Research Practicum (M)

SOC 497 (CAPS, 3 credits)

Prereqs: SOC 317 or concurrent enrollment, junior standing, certified major in sociology
Spring 2017

<i>Instructor:</i>	Alair MacLean VMMC 202H 360-546-9177 alair.maclean@wsu.edu
<i>Class times:</i>	TU,TH 10.35-11.50
<i>Class room:</i>	VUB 122
<i>Office hours:</i>	TU,TH 12-13, in VMMC 202H, sign up for office hours at https://wejoinin.com/sheets/vxvxm (or by appointment)

I. Course Overview: This course is designed to introduce undergraduate Sociology majors to the process of advanced research and, in the process, to draw upon their courses in theory, statistics, and research methods in the discipline. During the semester, students will produce a substantial piece of research related to an area within the discipline of sociology, such as inequality, the environment, or criminology. The research area will vary depending on the instructor. During this semester, we will examine the general area of inequality, focusing on the recent characterization of the contemporary era as a “second gilded age.”

II. Course Readings: Required readings are drawn from the following books and articles. Note that the books are on reserve at the library and the articles are available through the library.

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd Edition. The University of Chicago Press.
- Fischer, Claude S. and Michael Hout. 2008. *Century of Difference: How America Changed in the Last One Hundred Years*. Russell Sage Foundation. (Designated as **Century**.)
- Garcia-Penalosa, C. and E. Orgiazzi. 2013. "Factor Components of Inequality: A Cross-Country Study." *Review of Income and Wealth* 59(4):689-727.
- Glaser, Joseph. 2016. *Understanding Style: Practical Ways to Improve Your Writing*. New York: Oxford University Press.
- Gornick, Janet C. and Markus Jäntii. 2013. *Income inequality: Economic disparities and the middle class in affluent countries*. Stanford, California: Stanford University Press. (Designated as **Income**.)
- Lin, K. H. and D. Tomaskovic-Devey. 2013. "Financialization and US Income Inequality, 1970-2008." *American Journal of Sociology* 118(5):1284-1329.
- Luttig, M. 2013. "The Structure of Inequality and Americans' Attitudes toward Redistribution." *Public Opinion Quarterly* 77(3):811-821.
- Reardon, S. F. and K. Bischoff. 2011. "Income Inequality and Income Segregation." *American Journal of Sociology* 116(4):1092-1153.
- Marsden, Peter V. 2012. *Social Trends in American Life: Findings from the General Social Survey since 1972*. Princeton: Princeton University Press. (Designated as **GSS**.)
- Western, Bruce, Deirdre Bloome, and Christine Percheski. 2008. "Inequality among American Families with Children, 1975 to 2005." *American Sociological Review* 73(6):903-920.

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WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Diversity	Understand, analyze, critique inequality along the dimensions of class, race, and/or gender	All substantive course sessions will advance this goal	Class participation, the assignments contributing to the final research paper
Information Literacy	Locate, categorize, critique, and evaluate sources of information	Introduction (1/14); Century (1/19; 1/21); and Research (3/22; 3/24)	All assignments, but especially proposal and bibliography
Critical and Creative Thinking	Contextualize, discuss, and compare key scholars, findings, and theories in sociology	History (1/19; 1/21); and Trends (2/2; 2/4; 2/9; 2/11; 2/16; 2/18)	Weekly response cards, paper final draft
Communication	Create, tailor, and present scientifically based messages to the proper audience	Introduction (1/11); and Research (4/5; 4/7)	Weekly response cards, class participation
Writing	Communicate through writing comprehension of assigned reading materials	Writing (4/19; 4/21; 4/26; 4/28)	Final paper
Quantitative Reasoning	Draw appropriate conclusions based on the quantitative analysis and presentation of social science data	Introduction (1/14); and Research (3/22; 3/24; 3/29; 3/31)	Proposal, rough, final draft paper
Depth, Breadth and Integration of Learning	Demonstrate the ability to integrate history, methods, and concepts of sociology to produce theoretically grounded empirical research	All class sessions	Weekly response cards, class participation, final paper

III. Assignments:

The focus of this course is a 15-20 page research paper. Before handing in the final draft of the paper, students will be responsible for handing in interim assignments. See below for points awarded for each type of assignment. (Deadlines are on the schedule on the last page of the syllabus.)

Students will also be responsible for reading responses due at the beginning of each class session, i.e., 10.35. In order to get credit for the reading responses, you must remain in class for the entire session.

Grading Policy

These are the standards for your overall grade: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; F 0-59.

Note that the last day to drop a course without a record is February 10.

Late assignments: Assignments will be considered late if they are submitted after the start of class (after 10.35), and will be marked down 10 percent for each calendar day they are late.

I calculate overall grades twice: at mid-term and after finals. If you are interested in your grade, I will calculate mid-term grades for the entire class, which are to be submitted to the registrar's office. If you come after the midterm period, I will only be able to tell you the grade that you were earning at the midterm. If you are concerned about your grade, it is better to figure out where you stand in the middle than at the end of the semester. Otherwise, you are responsible for keeping track of your assignments and grade. If you wish, you may track your progress toward your final grade using the following table:

	Total percent	Total points	Your points
Reading responses	10%	110	
Summary of findings	30%		
first draft		110	
second draft		220	
Bibliography	20%		
first annotation		55	
formatted		55	
annotated		110	
Literature review	20%		
outline		110	
first draft		110	
Final paper	20%	220	
Total	100%	1100	

Blackboard: I will post the syllabus and some assignment guidelines on Blackboard.

Attendance Policy

Students are expected to attend all seminars and are responsible for all material and announcements presented there. If you miss a seminar for any reason, you are responsible for contacting first your classmates and then the professor to find out what was discussed (including announcements of or changes to assignments or due dates). You should first check with a classmate before contacting your professor with specific questions for clarification.

There are no make-ups for the reading responses. I will, however, drop the 2 lowest grades of the reading responses for the calculation of your grade. Do NOT write the reading responses unless you are prepared for class (i.e., unless you have done the required reading).

WSU Reasonable Accommodation Statement

“Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus: **Vancouver:** 360-546-9138 <http://studentaffairs.vancouver.wsu.edu/access-center>

WSU Academic Integrity Statement

“Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office of Student Conduct. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.”

In previous versions of this class, the most common violations of academic integrity involve students handing in work that is improperly cited. The most common version of this has been to parenthetically cite, but not include quotation marks around the words of the author. Another common version has been to improperly paraphrase. We will spend time in class on how to avoid these violations.

Other random concerns

If you have a concern about this class, rule 104 of the WSU Academic regulations states: “Students having complaints about instruction or grading should refer them first to the instructor.”

Technology policy

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. (For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (6):1159-1168.) My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during class-time.

University Dates and Deadlines: <http://registrar.wsu.edu/academic-calendar>

Emergency Closure/Adverse Weather Bus Information for WSU Vancouver Campus:

- WSU Vancouver VanCoug ALERTS: www.vancouver.wsu.edu/alerts
- Weather Closure Media Web Sites: <http://www.oregonlive.com/>
- During adverse weather conditions when C-Tran is operating on snow routes, the WSU Vancouver campus will not be served as the snow route ends at 20th Ave.

For more information on bus routes and C-Tran scheduling, please visit their website at:

<http://www.c-tran.com/>

WSU Vancouver Home Page (Announcements and Alerts):

- <http://www.vancouver.wsu.edu/>

WSU Vancouver Police:

- <http://www.vancouver.wsu.edu/police>
- Police Services
- Campus Safety Plan: <http://admin.vancouver.wsu.edu/clery-act/annual-security-report>
- Campus Alert Information

Emergencies:

Hostile Intruder:

- Campus Lock Down – Exterior doors will lock
- Apply “RUN-HIDE-FIGHT” personal safety protocol
If sheltered or hiding; silence electronics, turn out lights, stay away from windows, barricade or lock doors, make a plan to fight if necessary

Active Shooter Training links: <https://oem.wsu.edu/emergency-procedures/active-shooter/>

[https://oem.wsu.edu/wp-content/uploads/sites/1081/2015/10/active-shooter-training-2016.mp4?_ =1](https://oem.wsu.edu/wp-content/uploads/sites/1081/2015/10/active-shooter-training-2016.mp4?_=1)

- WSU Vancouver VanCoug ALERTS: www.vancouver.wsu.edu/alerts
- Mass notification system: WSU Vancouver Home Page – myWSU to update info
 - Public Address speakers
 - Loudhailer outdoor PA speakers
 - Campus telephone speakers
- Emergency Procedures Quick Tips
 - <http://admin.vancouver.wsu.edu/sites/admin.vancouver.wsu.edu/files/emergency-procedures-quick.pdf>

Campus Map: includes disability parking locations: <http://www.vancouver.wsu.edu/campus-map-directions-and-parking-information>

Parking Services / Alternative Commute Info: <http://www.vancouver.wsu.edu/parking>

Note: The assigned readings average 100 pages per week.

Week	Dates	Topic	Reading	Assignments
1	10-Jan 12-Jan	Introduction to class	Century: 1-56	Computer lab: start looking at data and resources.
2	17-Jan 19-Jan	History	Century: 57-136	Computer lab, working on findings
3	24-Jan 26-Jan	History	Century: 137-185; 240-252	First draft summary of findings
4	31-Jan 2-Feb	Trends	GSS: chs 1-4	
5	7-Feb 9-Feb	Trends	GSS: chs 5-7	Second draft summary of findings
6	14-Feb 16-Feb	Research	(Reardon and Bischoff 2011; Western, Bloome, and Percheski 2008)	
7	21-Feb 23-Feb	Research	GSS: chs 8-11	First annotation
8	28-Feb 2-Mar	International	Annotated article of your choice	
9	7-Mar 9-Mar	Trends	Income: Intro, ch. 1, and 3	Formatted bibliography
	14-Mar 16-Mar	<i>Spring break</i>		
10	21-Mar 23-Mar	Research	(Lin and Tomaskovic-Devey 2013; Garcia-Penalosa and Orgiazzi 2013; Luttig 2013)	Annotated bibliography
11	28-Mar 30-Mar	Research	Annotated article of your choice	
12	4-Apr 6-Apr	Writing	All annotated articles; and pp. 177-179 of <i>Craft of Research</i> (on reserve).	Literature review outline
13	11-Apr 13-Apr	International	Chapter 5 and 7 of <i>Understanding Style</i> (on reserve) and 191-199 of <i>Craft of Research</i> (on reserve).	
14	18-Apr 20-Apr	Writing	Income: ch. 4, 15, and 16	First draft literature review
15	25-Apr 27-Apr	Writing	Income: Two chapters of your choice	
16	2-May	Finals week		Final papers