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| Sociology 495: Senior Seminar (Burnett Hall 102)12:30-1:45 Tuesday/Thursday Dr. Brandon Bosch (Oldfather 722)bbosch2@unl.edu (402) 472 6069Office Hours: Monday: 2:30-4:30, Tuesday, 10:00-11:00, 2:00-4:30, and by Appointment |

**COURSE DESCRIPTION**

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| Welcome to SOCI 495: Senior Seminar. This class allows you to showcase your knowledge about sociology and methods through a research paper in an area of your interest. This class will be taught primarily in a seminar format. A seminar is driven by student discussion (not lecture), and thus it is critical that you come to class fully prepared to discuss the readings. You are also expected to show full respect to your instructor, classmates, and our guest speakers. |

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| **BOOKS**Peter Simi and Robert Futrell (2001). *American Swastika*.Sarah Sobieraj (2011). *Soundbitten*. *The Perils of Media-Centered Political Activism.*Christopher Bail (2015). *Terrified: How Anti-Muslim Fringe Organizations Became Mainstream*.  |

**GRADED COMPONENTS**

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| **PARTICIPATION (25%)** Unless otherwise noted, you will receive a participation grade for each class. Your final participation grade will be the average of these installments. Please note that coming to class late (i.e. after 12:30) will result in a 10-point deduction from your Participation score. |

 **Participation Rubric**

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| **0%**  | Absent, very late, or left very earlyUsed electronic device in classDistracted me and/or student |
| **65% (Max)** | Attended class but did not speak |
| **75% (Max)**  | Comments tangential to readings |
| **85% (Max)**  | Comment accurately engages with reading |
| **86-100%**  | Accurate comment about reading that exhibits critical thinking |

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| **QUIZZES (25%)**Quizzes will typically have 4-5 questions and a multiple-choice format. You may consult any notes for the quiz, but you cannot use your book, articles, or electronic device. |

**GRADING KEY**

97-100 = A+ 87-89 = B+ 77-79 = C+ 67-69 = D+ 0-59 = F

93-96 = A 84-86 = B 74-76 = C 64-66 = D

90-92 = A- 80-83 = B- 70-73 = C- 60-63 = D-

**PRESENTATION (5%)**

The presentation will be done in small groups on the last day of class. You must be present in class to receive credit for the presentation.

**FINAL PAPER (20%)**

The final paper will be 15-20 pages and contain at least 20 sources. This draft will contain the literature review, methods, results, and conclusion.

**DRAFT 1 (5%)** This will be 5-7 pages, contain at least 12 different scholarly sources, and have your literature review and hypothesis.

**DRAFT 2 (10%).** This will be 10-12 pages long, contain at least 15 different scholarly sources, and have your literature review and methods.

**DRAFT 3 (10%)** The will be 15-20 pages and contain at least 20 different scholarly sources. This draft will contain the literature review, methods, results, and conclusion. This should be as close as possible to the Final Paper.

 **CLASS POLICIES**

APPEALING GRADES

Wait at least 24 hours. Provide a written statement explaining why you think you have been graded unfairly). Do not invoke personal effort or hardship in your grade complaint. Upon reading your request, I reserve the right to keep your grade the same, raise your grade, or lower it. All appeals of grades must be made within 5 working days following the return of an assignment.

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| ELECTRONIC POLICYThanks in advance for doing your part to improve class discussion, attention span, etiquette, and participation grades by not using an electronic during class. Please note that using an electronic device in class will result in a zero in your participation grade |
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Paper Submitted Cumulative Point Loss

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| 12:58 PM No Loss of Points |
| 1:01 PM 5 Points |
| 2:30 PM 10 Points |
| 11:01 PM 55 Points  |
| 8:01 AM Next Day 100 Points (Paper = 0)  |

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| **LATE POLICY** An assignment will be docked 5 Points for each hour that it is handed in late (hours late \* 5). The examples to the right assume that the assignment was due by Noon |

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| **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**Students with disabilities should contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TT. |

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| **ACE REQUIREMENTS**This course satisfies ACE Learning Outcome #10: “[generating] a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.” This learning outcome is primarily measured through the research paper. The opportunity to obtain knowledge or skills for this learning outcome primarily comes from the major paper assignment for the class. |

Aug. 22 HOW TO WRITE A RESEARCH PAPER (FOR THIS CLASS)

Aug. 24 LITERATURE REVIEW

Nella Van Dyke and Bryan Amos (2017). Social Movement Coalitions: Formation, Longevity, and Success. *Sociology Compass*, **11**. DOI: 10.1111/soc4.12489

Edward Walker and Christopher Rea (2014). The Political Mobilization of Firms and Industries. *The Annual Review of Sociology*, **40**, 281-304.

 Jennifer Earl, Thomas Maher, and Thomas Elliott (2017). Youth, Activism, and

Social Movements. *Sociology Compass*, 11**, 2017.** DOI: 10.1111/soc4.12465

John Kincaid (2017). Theorizing the Radical Right: Directions for Social Movements Research On the Right-Wing Social Movements. *Sociology Compass*. DOI: 10.1111/soc4.12469.

Aug. 29 CONTENT ANALYSIS

Karin Martin and Emily Kayak (2009). Hetero-Romantic Love and Heterosexiness in Children’s G-Rated Films. *Gender & Society*, **23**, 315 -336.

Rachel Schmitz (2016). Constructing Men as Fathers: A Content Analysis of Formulations of Fatherhood in Parenting Magazines. *Journal of Men’s Studies*, **13**, 1-21.

Katy Gilpatric (2010). Violent Female Action Characters in Contemporary Cinema. *Sex Roles*, **62**, 734-746.

Aug. 31 CONTENT ANALYSIS

Jimmer Sanderson, Evan Frederick, and Mike Stocz (2016). When Athlete Activism Clashes with Group Values: Social Identity Threat Management via Social Media. *Mass Communication & Society*, **19**, 301-322.

Catie Snow Bailard (2016). Corporate Ownership and News Bias Revisited: Newspaper Coverage of the Supreme Court’s Citizens United Ruling. *Political Communication*, **33**, 583-604.

Justin Gross and Kaylee Johnson (2016). Twitter Taunts and Tirades: Negative Campaigning in the Age of Trump. *PS: Political Science & Politics*, **49**,748-754.

Sept. 5 CONTENT ANALYSIS

 **Career Services: Megan Savage.**

 **Searching for Jobs**

 **Cover Letter and Resume**

Andrew Welsh, Thomas Fleming, and Kenneth Dowler (2011). Constructing

Crime and Justice on Film: Meaning and Message in Cinema. *Contemporary Justice Review*, **14**, 457-476.

Scott Parrott and Caroline Parrott (2015). U.S. Television’s “Mean World” for White Women: The Portrayal of Gender and Race on Fictional Crime Dramas. *Sex Roles*, **3**, 70-82.

Nickie Phillips and Staci Strobl (2006). Cultural Criminology and Kryptonite: Apocalyptic and Retributive Constructions of Crime and justice in Comic Books. *Crime, Media, Culture*, **2,** 304-331.

Sept. 7 CONTENT ANALYSIS

Regina Lawrence (1996). Accidents, Icons, and Indexing: The Dynamics of News Coverage of Police use of Force. *Political Communication*, **13**, 437-454.

Kellie Carlyle Michael Slater, and Jennifer Chakroff (2006). Newspaper Coverage of Intimate Partner Violence: Skewing Representations of Risk. *Journal of Communication*, **1**, 168-186.

Matthew Hughey (2012). Show Me Your Papers! Obama’s Birth and the Whiteness of Belonging. *Qualitative Sociology*, **35**, 163-181.

Sept. 12 FOCUS GROUPS

 Erica Chito Childs (2005). Looking Behind the Stereotypes of the “Angry Black

Woman.” *Gender & Society*, **19**, 544-561.

Penny Edgell & Kathleen E. Hull 1 & Kyle Green & Daniel Winchester (2016). Reasoning Together Through Telling Stories: How People Talk about Social Controversies. *Qualitative Sociology*, **39**, 1-26.

 **\*\*\*Bring Hardcopy of Draft 1\*\*\***

Sept. 14 **Due by 3:00 PM:\*\*\*Draft 1: Literature Review and Hypothesis (5-7 Pages,**

**12 Sources)\*\*\***

Sept. 19 SURVEYS (Writing Survey Questions and Finding Data)

Pew Research Center. Gun Rights s. Gun Control.

 <http://www.people-press.org/2015/08/13/gun-rights-vs-gun-control/#total>

Pew Research Center (1/20/16). Republican Views of Donald Trump as President. <http://www.people-press.org/2016/01/20/republican-views-of-donald-trump-as-president/>

American Association for Public Opinion Research. An Evaluation of 2016 Election Polls in the U.S. (Read Only Executive Summary) <http://www.aapor.org/Education-Resources/Reports/An-Evaluation-of-2016-Election-Polls-in-the-U-S.aspx>

Sept. 21 SURVEYS

Kevin Leicth (2016). Getting Serious about Inequality. *The Sociological Quarterly*, **57**, 211-231.

Larry Bartels (2006). What’s the Matter with *What’s the Matter with Kansas*? *Quarterly Journal of Political Science*, **1**, 200-226.

Megan Thiele (2016). Resource or Obstacle?: Classed Reports of Student-Faculty Relations. *The Sociological Quarterly*, **57**, 333-355.

Sept. 26 **Hard Copy of Draft 2 Due in Class**

Sept. 28 **COMPUTER LAB DAY**

Oct. 3 **Due by 3:00 PM: \*\*\*Draft 2: Literature Review + Methods (10-12 Pages,**

**15-20 Sources)\*\*\***

Oct. 5 WORK DAY/CONSULTATIONS

Oct. 10 WORK DAY/CONSULTATIONS

Oct. 12 SURVEYS

Matthew Stange and Emily Kazyak (2015). Examining the Nuance in Public Opinion of Pro-LGB Policies in a “Red State.” *Sexuality Research and*

*Social Policy*, **13**, (142-157).

Jennifer Lewallen, Brandon Miller, and Elizabeth Behm-Morawitz (2016). Lifestyles of the Rich and Famous: Celebrity Media Diet and the Cultivation of Emerging Adults’ Materialism. *Mass Communication & Society*, **19**, 253-274.

Oct. 17 **FALL BREAK**

Oct. 19 BIG DATA AND MIXED METHODS

Christopher Bail (2015). *Terrified*: *How Anti-Muslim Fringe Organizations Became Mainstream*. Chapters 1, 3, 4, and Methodological Appendix.

Oct. 24 BIG DATA AND MIXED METHODS

Christopher Bail (2015). *Terrified*: *How Anti-Muslim Fringe Organizations Became Mainstream*. Chapters 5-8.

Oct. 26 **Career Services: Megan Savage.**

**Interviewing**

Oct. 31 ETHNOGRAPHY

Nina Eliasoph (2014). Measuring the Grassroots: Puzzles of Cultivating the

Grassroots from the Top Down. *The Sociological Quarterly*, **55**, 467-492.

 Raul Perez (2013). Learning to Make Racism Funny in the “Color-Blind” Era:

Stand-up Comedy Students, Performance Strategies, and the (Re)Production of Racist Jokes in Public. *Discourse & Society*, **24**, 1-26.

Nov. 2 ETHNOGRAPHY

Sarah Sobieraj (2011). *Soundbiten: The Perils of Media-Centered Political*

*Activism* (1-106).

Nov. 7 ETHNOGRAPHY

Sarah Sobieraj (2011). *Soundbiten: The Perils of Media-Centered Political*

*Activism* (107-166).

Nov. 9 **Due by 2:00 PM: \*\*\*Draft 3: Literature Review + Methods +Results (15-20**

**Pages, 20 Sources)\*\*\***

Nov. 14 WORK DAY/CONSULTATIONS

Nov. 16 WORK DAY/CONSULTATIONS

Nov. 21 ETHNOGRAPHY

Pete Simi and Robert Futrell (2015). *American Swastika* (Appendix: 133-136, 1-40)

Nov. 23 **STUDENT HOLIDAY**

Nov. 28 ETHNOGRAPHY

Pete Simi and Robert Futrell (2015). *American Swastika* (41-86).

Nov. 30 ETHNOGRAPHY

Pete Simi and Robert Futrell (2015). *American Swastika* (87-131)

Dec. 5 **\*\*\*Paper Due by 3:00 PM\*\*\***

Dec. 7 **PRESENTATIONS**