Sociology 489: Senior Seminar
10:30-11:20 MWF
Oldfather 303
Spring 2022

Instructor: Dr. Brandon Bosch
Office: Oldfather 722
Email: bbosch2@unl.edu
Office Phone: 402-472-6069
Office Hours: Monday 9:00-10:00, Thursday 9:00-10:00 (or by appointment)

COURSE DESCRIPTION
Welcome to SOCI 489: Senior Seminar. This class allows you to showcase your knowledge about sociology and methods through a research paper in an area of your interest. The primary goals for this class are to make you better consumers, producers, and presenters of social science research. In meeting these goals, this class will also help improve your analytical, writing, verbal, and statistical skills (never hurts to give these a tune-up before graduating).

You are encouraged to use the American National Election Studies (ANES) or the General Social Survey (GSS) for your research paper. Be sure to contact me early if you plan on using a different methodology or dataset so we can work things out.

ASSESSMENTS

<table>
<thead>
<tr>
<th>Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Capstone Feedback</td>
<td>20%</td>
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<tr>
<td>Capstone Drafts</td>
<td>20%</td>
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<tr>
<td>Capstone Paper</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
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Participation is a fundamental part of the class. This class only works if everyone comes to class with ready and willing to discuss readings. For most classes I will have a short list of names to be graded for participation for that day. I will prioritize calling on these students (whether that be cold-calling or calling on raised hands). This means that you might not receive a grade for a great discussion day; it also means that you might not receive a grade on a day that was not your best discussion day. This system is designed to make us all accountable for the classes’ success (yes, including me, because it forces me not to rely on the same familiar faces).

Please note that you are responsible for providing at least 2 questions about each reading on Canvas by 8:00 AM the day of class (if not, the maximum grade you can receive for that day’s participation is a 4.0).

Students that are absent from class will always receive a zero for participation (regardless if I planned on calling on them), with one possible exception. If you miss class on a discussion day, there is one way to avoid receiving a zero for discussion that day. First, you must have posted the 2 reading questions prior to 8:00 AM that day of class. Second, you must also write a 2-page critique of the article. To avoid receiving a zero, this article critique is due
within 3 days of class discussion (e.g., a reading we discussed on Monday would be due by 10:30 AM). The critique will be graded.

The posted questions (which you should be prepared to share with class) must be open-ended, provide some context for classmates, avoid loaded-language, and be direct. These questions must not be generic (i.e. questions that could essentially be posed to most readings) or surface-level to the general reading topic (e.g. “So, this article was about race in America. What do you think are some of the biggest challenges facing race in America?”). The questions can focus on how concepts are defined, operationalized, measured, empirical observations, or deep linkages to other readings, concepts, or real-world events. It okay not to have an authoritative answer to your question in mind, but you should at least have some follow-up thoughts on possible answers to your questions.

<table>
<thead>
<tr>
<th>5</th>
<th>Questions posted and comments made in class are exceptional. Comments are grounded in the readings and make connections between the readings, what other students are saying, and real-world events.</th>
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<tbody>
<tr>
<td>4.5</td>
<td>Questions posted and comments made in class tend to range from very good to excellent. Some questions make lack depth and/or the comments made in class are not really grounded in reading, do not make larger connections between readings/student comments/real world events, or contain some minor inaccuracies.</td>
</tr>
<tr>
<td>4</td>
<td>Questions posted and comments made tend to be good/very good. Comments tend to lack specifics, do not make connections, or contain more significant inaccuracies.</td>
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<tr>
<td>3.5</td>
<td>Questions posted and comments are often more surface level and generic. Questions/Comments lack a deeper familiar with the reading.</td>
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<tr>
<td>0-2.5</td>
<td>Appropriate questions not posted, absent from some or all of class, not engaged during periods of class.</td>
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**Capstone Feedback** will make the capstone paper more manageable for you and your classmates, and will also sharpen your skills in providing useful input. You will post your feedback on Canvas, email it to your group, and provide feedback in class.

**Draft 1** is your Literature Review. This initial draft will be 3-4 pages, have at least 10 scholarly sources, hypotheses, and 4 different variables outlined for study. Please note that the bibliography and any tables or graphs must be placed in the Appendix and do not count toward the page total. Each paragraph must have an appropriate topic sentence and include citations from multiple sources (aim for 3-4 per paragraph).
Draft 2 is your Methods Section. This initial draft should be 1-3 pages (2 pages should be enough for most people). You will tell me where you will be getting your data, when the data was/will be collected, how many cases/people are in the data, and the exact measurements for your variables. Methods Sections often divide sections between Independent Variables and Dependent Variables. Dependent Variables are also variables of key interest, but you should also highlight your Independent Variables if they are of interest (i.e., they are in your hypothesis).

Unless otherwise impossible, be sure to control for a minimum of Age, Race, Sex, Education, and Ideology, and have at least 2 Key Dependent Variables.

Draft 3 is your Updated Methods Section and Results Section. The Methods Section must be 2-4 pages, while the Results Section must be a minimum of 2 full pages and a maximum of 6 pages. The Results Section must be dedicated to the actual testing of your hypotheses. Be sure to consult our class discussion and slides on how to write the Results Section.

If you are doing a quantitative analysis, you must report the Mean and Standard Deviation of all of your variables (this is a part of your Methods Section, not the Results Section). Be sure to include all tables in the Appendix (none in the main paper).

The Final Capstone Paper will be 15-20 pages and contain at least 20 scholarly sources. This draft will contain the literature review, methods, results, and conclusion. Please note that the bibliography and any tables or graphs must be placed in the Appendix and do not count toward the page total. Failure to address earlier draft feedback will result in steep grade deductions. In terms of paper allocation, the following distribution is common: Literature Review (5-8 pages), Methods (2-4 pages), Results (2-6 pages), Conclusion (2-4 pages).

The Research Presentation is your way to share your findings with the class. These presentations will be formally presented with slides. Grading Criteria will be posted on the syllabus.

LATE POLICY
Assignments (including Exams) will be docked 2 points for each late interval. The example to the right assumes that the assignment was due by Noon. Points will be deducted between the period of 8:00 AM and 8:00 PM.

<table>
<thead>
<tr>
<th>Paper Submitted (Due by Noon in Example)</th>
<th>Cumulative Point Loss</th>
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<tbody>
<tr>
<td>12:59 PM</td>
<td>No Deduction</td>
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<tr>
<td>1:00 PM</td>
<td>2</td>
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<tr>
<td>2:00 PM</td>
<td>4</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>16</td>
</tr>
<tr>
<td>10:00 AM (Next Day)</td>
<td>22</td>
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Noon

Additional Policies, Grading Key, and other Syllabus Statements Can be Found at the Bottom of this Syllabus.

117 (M)       MLK Day—NO CLASS
1/19 (W)      Introduction to the Class
1/21 (F)  How to Conduct Original Research

1/24 (M)  ***Research Idea Due by 5:00 PM*** [No Class]
Optional Consultations to Discuss Research Ideas

1/26 (W)  Share Research Idea, Hypothesis, Database, and Variables with Class

1/28 (F)  Writing the Literature Review

Purdue University. Writing a Literature Review. Purdue Online Writing Lab.
[https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html](https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html)

1/31 M  Gender and Sexuality

2/2 (W)  Gender and Sexuality

2/4 (F)  Gender and Sexuality

2/7 (M)  Gender and Sexuality

2/9 (W)  Literature Draft Due: Uploaded to Canvas and to Group Members by 5:00 PM [No Class]
Optional Consultations

2/11 (F)  Discuss Feedback During Class.
Literature Review Feedback Due by 8:00 AM on Canvas and emailed to group members.

2/14 (M)  Literature Review Due by 8:00 AM
Consultations Group 1  [In Our Classroom]

2/16 (W)  Consultations Group 2 [In Our Classroom]
2/18 (F)  Classroom Consultations Group 3  [In Our Classroom]

2/21 (M)  Writing the Methods Section

2/23 (W)  Causality, Causal Maps, and Model Specification

2/25 (F)  Causality, Causal Maps, and Model Specification

2/28 (M)  Race and Racial Attitudes

3/2 (W)  Race and Racial Attitudes

3/4 (F)  Race and Racial Attitudes

3/7 (M)  Methods Section Draft Due on Canvas and Group By 5:00 PM [No Class]

3/9 (W)  Discuss Feedback During Class.
Methods Feedback Uploaded to Canvas and Emailed to Group by 8:00 AM.

3/11 (F)  Methods Section Due on Canva by 5:00 PM [No Class]

3/14 (M)  SPRING RESPITE
3/16 (W)  SPRING RESPITE
3/18 (F)  SPRING RESPITE

3/21 (M)  Analyzing Data, Results Section. Conclusion, and Appendix


3/28 M  Required Consulting Meeting for People not using existing database.

3/30 W  Required Lab Day For People using existing database [unless cleared by me]
4/1 F  Required Consulting Meeting for People not using existing database [unless cleared by me]

4/4 M  Draft of Methods and Results Section Due by 5:00 PM on Canvas and Emailed to Group [No Class]
       Optional Consultations

4/6 W  Discuss Feedback During Class.
       Methods Feedback Uploaded to Canvas and Emailed to Group by 8:00 AM.

4/8 F  Work on Paper/Optional Consultations/Lab Work

4/11 M  Methods and Results Section Due on Canvas by 5:00 PM

4/13 W  Crime and Criminal Justice System

4/15 F  Crime and Criminal Justice System

4/18 M  Issues in Research
       Stanley Milgram Experiments (We Will Discuss In Class)
       https://www.youtube.com/watch?v=rdrKCilEhC0&t=565s

4/20 W  Issues in Research


4/22 F  Issues in Research


4/25 M  Final Draft (Intro, Lit Review, Methods, Results, and Conclusion) Due by 5:00 PM on Canvas and Emailed to Group [No Class]

4/27 W  Discuss Feedback During Class.
       Literature Review Feedback Due by 8:00 AM on Canvas and emailed to
group members.

4/29 F PRESENTATION
5/2 M PRESENTATION
5/4 W PRESENTATION
5/6 F PRESENTATION
FINAL CAPSTONE PAPER DUE AT 5:00 pm ON Canvas

Information for Optional Zoom Office Hours
Zoom Link and ID for Class Information https://unl.zoom.us/j/93617110265
Meeting ID: 936 1711 0265

POLICIES AND SYLLABUS STATEMENTS

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-

FACE MASK REQUIREMENT
An individual in this course has a documented need for face coverings to be required in this
course. Without divulging personal or identifying information, such a documented need might be
that a member of their household is unable to be vaccinated or has a health condition that makes
vaccines less effective for them. As a result, the College of Arts and Sciences has determined
that face coverings will be required in this course. If you are unwilling to comply with this
requirement, please visit with your advisor about different sections or possible alternative
courses that you might take in lieu of this one.

PLAGIARISM POLICY
Plagiarism, Cheating, or Recycling a Past Paper will result in a zero on that assignment.

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.

SERVICES FOR STUDENTS WITH DISABILITIES
The University strives to make all learning experiences as accessible as possible. If you
anticipate or experience barriers based on your disability (including mental health, chronic or
temporary medical conditions), please let me know immediately so that we can discuss options
privately. To establish reasonable accommodations, I may request that you register with Services
for Students with Disabilities (SSD). If you are eligible for services and register with their office,
make arrangements with me as soon as possible to discuss your accommodations so they can be
implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.
COUNSELING AND PSYCHOLOGICAL SERVICES
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

ACADEMIC HONESTY
Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

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.