Sociology 489: Senior Seminar
10:30-11:20 MWF
Avery 19
Fall 2021

Instructor: Dr. Brandon Bosch
Office: Avery Hall Rm 19
Email: bbosch2@unl.edu
Office Phone: 402-472-6069
Office Hours: Monday: 2:00-3:00, Tuesday, 10:00-11:00, and 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.

Participation (25%)
This class is taught primarily in a seminar format. A seminar is driven by student discussion (not instructor lecture). 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 if you are absent from class or arrive notably late or early, you will always be graded for participation for that day (receiving between a 0 and a 50).

Also, please note that you are responsible for providing at least 2 questions about the readings on Canvas by 8:00 AM the day of class (if not, the maximum grade you can receive for that day’s participation is an 80).

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>Name Test (5%)</th>
<th>Research Presentations (25%)</th>
<th>Capstone Drafts (25%)</th>
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<tr>
<td><strong>100</strong></td>
<td>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.</td>
<td><strong>Draft 1</strong> 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).</td>
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<tr>
<td><strong>90</strong></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>
<td><strong>Draft 2</strong> is your Methods Section. This initial draft should be 1-3 pages (2 should be enough for most people). **You will tell me where you will be getting your data, when the data was/will</td>
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<tr>
<td><strong>84</strong></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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<td><strong>75</strong></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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<td><strong>0-50</strong></td>
<td>Appropriate questions not posted, absent from some or all of class, not engaged during periods of class.</td>
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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 3 full pages and a maximum of 5 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 a 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).

Capstone Paper (20%) The final 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.

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

8/23 (M) Introduction to the Class
8/25 (W) How to Conduct Original Research
8/27 (F) Research Presentation #1: Find a Publicly Available Dataset (e.g., ANES, GSS, Pew) and Find 2 Independent Variables of Interest, 2 Dependent Variables of Interest. Tell Us How the Questions Are Asked, What the Response Options Are, And What You Think the Relationship Between These Variables Would Be (and Why). Presentation Must Be 2-4 Minutes. Rahma Abuzaho Olivia Becker Anna Burbach Katrina Dienstbier Madalynn Dixon Trey Fago Kaitlyn Harrison
8/30 (M) Research Presentation #1: Find a Publicly Available Dataset (e.g., ANES, GSS, Pew) and Find 2 Independent Variables of interest and 2 Dependent Variables of Interest. Tell Us How the Questions Are Asked, What the
Response Options Are, And What You Think the Relationship Between These Variables Would Be (and Why). Presentation Must Be 2-4 Minutes. Please Note That You Cannot Use the Same Variables as Discussed by the previous group of presenters.

Delainie Johnson
Kolby Lintz
Bridget McFayden
Madison Shank
Kenna Swertzie
Mary Tvrdik

9/1 (W) Writing the Literature Review

9/3 (F) Race and Racial Attitudes

9/6 (M) Labor Day


9/10 (F) Race and Racial Attitudes

9/13 (M) Race and Racial Attitudes

9/15 (W) Race and Racial Attitudes

9/17 (F) Race and Racial Attitudes

9/20 (M) Causality, Causal Maps, and Model Specification
9/22 (W)  Research Activity #2: Discuss Primary Independent and Dependent Variable, A relevant Theory or Finding in Relevant Study, Hypothesis, and Proposed Dataset for Research Project. Presentation must be 2-4 Minutes.
Delainie Johnson
Kolby Lintz
Nyapuoch Makuach
Bridget McFayden
Madison Shank
Kenna Swertzic
Mary Tvrzik
Alejandra Vasquez Gutierrez
Laurel Westerman

9/25 (F)  Research Activity #2: Discuss Primary Independent and Dependent Variable, A relevant Theory or Finding in Relevant Study, Hypothesis, and Proposed Dataset for Research Project. Presentation must be 2-4 Minutes.
Rahma Abuzaho
Olivia Becker
Brittney Brummett
Anna Burbach
Katrina Dienstbier
Madalynn Dixon
Trey Fago
Kaitlyn Harrison

9/27 (M)  Causality, Causal Maps, and Model Specification


10/1 (F)  Gender and Sexuality

10/4 (M)  Research Presentation #3: Discuss Literature Review. Provide Overview of competing factors that can explain change in your dependent variable. Have this discussion set up your hypothesis, and describe how your data will help you test this hypothesis. Presentation must be 2-4 Minutes.
Rahma Abuzaho
Olivia Becker
Brittney Brummett
Anna Burbach
Research Presentation #3: Discuss Literature Review. Provide Overview of competing factors that can explain change in your dependent variable. Have this discussion set up your hypothesis, and describe how your data will help you test this hypothesis. Presentation must be 2-4 Minutes.

Delainie Johnson
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Madison Shank
Kenna Swertzic
Mary Tvrdik
Alejandra Vasquez Gutierrez
Laurel Westerman

10/8 (F) Literature Review Draft Due by Noon [No Class]

10/11 (M) Recoding and Analyzing Data [Meet In Computer Lab]

10/13 (W) Recoding and Analyzing Data [Meet In Computer Lab]

10/15 (F) How to Write Your Methods Section

10/18 (M) Fall Semester Break

10/20 (W) Optional Consultations

10/22 (F) Optional Consultations

Research Presentation #4: Share Your Methods Section with Class. Discuss the variables you will be looking at, Question Wording/Responses Options/Values, and What You Expect to Find. Presentation must be 2-4 Minutes.

Delainie Johnson
Kolby Lintz
Nyapuoch Makuach
Bridget McFayden
Madison Shank
Kenna Swertzic
Mary Tvrdik
Alejandra Vasquez Gutierrez
Laurel Westerman
Research Presentation #4: Share Your Methods Section with Class. Discuss the variables you will be looking at, Question Wording/Response Options/Values, and What You Expect to Find. Presentation must be 2-4 Minutes.
Rahma Abuzaho
Olivia Becker
Brittney Brummett
Anna Burbach
Katrina Dienstbier
Madalynn Dixon
Trey Fago
Kaitlyn Harrison

Methods Section Due By Noon [No Class]

Gender and Sexuality

Crime and Criminal Justice System

How to Write Results Section and Conclusion

Crime and Criminal Justice System

Sociology of Media

Sociology of Media

Sociology of Media
11/15 (M)  (Optional) Lab Day
11/17 (W)  (Optional) Lab Day
11/19 (F)  People Doing Qualitative/Content Analysis Research Must Meet With Me
11/22 (M)  Issues in Research
Stanley Milgram Experiments (We Will Discuss In Class)
https://www.youtube.com/watch?v=rdrKCilEhC0&t=565s
11/24 (W)  Student Holiday
11/26 (F)  Results Section Due By Noon [No Class]
11/29 (M)  Issues in Research
12/1 (W)  Optional Consultations
12/3 (F)  Optional Consultations
12/6 (M)  Presentations
12/8 (W)  Presentations
12/10 (F)  Presentations

Information for Optional Zoom Office Hours
Zoom Link and ID for Class Informationhttps://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.

**LATE POLICY**
An assignment will be docked 1 Point for each hour interval past due. The clock will stop at 10:00 PM (so you can get some rest) but will start again at 9:00 AM the next day (and again stop at 10:00 PM. For example, if the paper is due at 5:00 PM, you will be deducted at letter grade for submitting it at 5:01, six points for not turning it in by 10:00 PM, and 7 points for not turning it in by 9:00 AM the next day.

**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.