

Capstone Research Practicum (M)

SOC 497 (CAPS, 3 credits)

Prereqs: SOC 317 or concurrent enrollment, junior standing, certified major in sociology
Fall 2021

<i>Instructor:</i>	Alair MacLean VMC 202H 360-546-9177 Zoom: 353 482 1292 alair.maclea@wsu.edu
<i>Class times:</i>	T,TH 10:35-11:50
<i>Class room:</i>	VMC 202Q, Wilson-Short 201
<i>Office hours:</i>	T,W 12-1 by zoom or by phone, 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 change over time and across place in the United States.

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.
- Cooper, Marianne. 2014. *Cut Adrift: Families in Insecure Times*. Berkeley: University of California Press. (Designated as **Adrift**.)
- Frey, William H. 2018. *Diversity Explosion: How New Racial Demographics Are Remaking America*. Washington, D.C.: Brookings Institution Press. (Designated as **Diversity**.)
- Glaser, Joseph. 2016. *Understanding Style: Practical Ways to Improve Your Writing*. New York: Oxford University Press.
- Goldrick-Rab, S., R. Kelchen, D. N. Harris and J. Benson. 2016. "Reducing Income Inequality in Educational Attainment: Experimental Evidence on the Impact of Financial Aid on College Completion." *American Journal of Sociology* 121(6):1762-817.
- Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Cambridge, Massachusetts: Harvard University Press. (Designated as **Poor**.)
- Li, A. R., M. Wallace and A. Hyde. 2019. "Degrees of Inequality: The Great Recession and the College Earnings Premium in Us Metropolitan Areas." *Social Science Research* 84. doi: 10.1016/j.ssresearch.2019.102342.
- Marsden, Peter V. 2012. *Social Trends in American Life: Findings from the General Social Survey since 1972*. Princeton: Princeton University Press. (Designated as **GSS**.)

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, on Tuesday and Thursday.

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.

Late assignments: Assignments will be considered late if they are submitted after the start of class (after 9.10), 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	

Expectations for Student Effort

“For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.”

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).

In some cases, I will provide online substitutes for in-person attendance. Check with me about that.

COVID-19 Policy

“Per the proclamation of Governor Inslee on August 18, 2021, masks that cover both the nose and mouth must be worn by all people over the age of five while indoors in public spaces. This includes all WSU owned and operated facilities. The state-wide mask mandate goes into effect on Monday, August 23, 2021, and will be effective until further notice.”

“Public health directives may be adjusted throughout the year to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU’s COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common-use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who choose not to comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.”

WSU Reasonable Accommodation Statement

“Students with disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations:

<https://studentaffairs.vancouver.wsu.edu/access-center>. Students may also either contact or visit the Access Center in-person to schedule an appointment with our Access Center Coordinator. Location: Classroom Building, Room 160; Phone: 360-546-9238; Email: van.access.center@wsu.edu. Pullman contact information is available at:

<https://accesscenter.wsu.edu/contact-us/>. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.”

WSU academic integrity statement:

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) on any assignment will receive an F grade for the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If

you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you have questions or wish to appeal a faculty member's decision relating to academic integrity, please see the resources available at <https://communitystandards.wsu.edu/home/> . If you have any questions about the process on the Vancouver campus, please call Eric Scott at 360-546-9530; or on the Pullman campus, please call Karen Metzner, Director of Center for Community Standards, 509-335-4532, or email: kmetzner@wsu.edu.”

For the purposes of this class, violations of academic integrity include (but are not limited to):

- Copying words from another source without properly indicating that they are someone else's by the use of quotation marks (even if the source is cited);
- Slightly changing or re-ordering words from another source, in other words, improperly paraphrasing (even if the source is cited);
- Copying ideas or words from another source without properly citing them;
- Submitting the same paper for credit in more than one course;
- Submitting material written by someone else as your own;
- Allowing someone else to submit your work as their own.

For a very concise discussion of how to avoid plagiarizing when paraphrasing, read *The Craft of Research* section on “inadvertent plagiarism” (pp. 191-5 in my copy, but different pages in other editions). If you have any questions about any of this, please bring it up for discussion with the class or privately with me during office hours or through email. We can all benefit from more discussion of this topic.

Students with Disabilities:

“Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have such a condition and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students connect with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after they have officially requested their accommodations.”

“For more information, contact a Disability Specialist on the Pullman campus: 509-335-3417 [Access Center](https://www.accesscenter.wsu.edu) (<https://www.accesscenter.wsu.edu>) or email at access.center@wsu.edu”

Accommodation for Religious Observances or Activities

“Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who

feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.”

Emergency Notification System

“Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the classroom safety page <https://provost.wsu.edu/classroom-safety/>.”

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. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

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. For the distractions posed by cell-phones to yourself and others, read: Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos. 2017. “Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity.” *Journal of the Association of Consumer Research* 2 (2): 140-154. 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. These items should be put away and not left out on the desk unless you are expecting to be contacted in case of an emergency.

This policy is suspended in cases where you need to use the device to: 1) access the textbook, and 2) participate in class activities.

Inclement weather policy: “In the event that an adverse weather event (e.g., snow or ice) or natural hazard that poses a safety risk occurs, you should take personal safety into account when deciding whether you can travel safely to and from campus, taking local conditions into account. If campus remains open and your instructor decides to cancel the face-to-face meeting and substitute an alternative learning activity, you will be notified by your instructor via email or through Canvas within a reasonable time after the decision to open or close campus has been made. Instructions regarding any alternative learning options or assignments will be communicated in a timely manner. If travel to campus is not possible due to adverse regional conditions, allowances to course attendance policy and scheduled assignments, including exams and quizzes, will be made. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Center for Community Standards for disciplinary action. If a student encounters an issue with an instructor,

the student should first talk with the instructor. If the issue cannot be resolved, the student should follow the reporting violations of policies outlined on the student affairs website.”

NB: Since this class has sections on both the Vancouver and Pullman campuses, we will balance the weather concerns of both campuses. In the event of inclement weather that causes one or another campus to be unsafe, we will move to a digital learning mode. I will notify you if we are moving to that mode the night before.

Miscellaneous course norms

No eating and drinking during class.

Note: The assigned readings average 100 pages per week.

Week	Dates		Topic	Reading	Assignments
1	24-Aug	26-Aug	Introduction to class		<i>Intro to computer resources</i>
2	31-Aug	2-Sep	History	Diversity: Ch. 1-3	
3	7-Sep	9-Sep	History	Diversity: Ch. 4-8	
4	14-Sep	16-Sep	Trends	Diversity: Ch. 9-12	First draft summary of findings
5	21-Sep	23-Sep	Trends	GSS: chs 1-4	
6	28-Sep	30-Sep	Reading	(Goldrick-Rab et al. 2016; Li, Wallace and Hyde 2019)	Second draft summary of findings
7	5-Oct	7-Oct	Trends	GSS: chs 5-7	
8	12-Oct	14-Oct	Research	GSS: chs 8-11	First annotation
9	19-Oct	21-Oct	Research	Student annotation presentations	Formatted bibliography
10	26-Oct	28-Oct	Research	Student annotation presentations	Annotated bibliography
11	2-Nov	4-Nov	Research	Student annotation presentations	
12	9-Nov	11-Nov	Economic context	Adrift: Intro, ch. 1-3; and pp. 177-179 of <i>Craft of Research</i> (on reserve).	Literature review outline
13	16-Nov	18-Nov	Economic context	Adrift: ch. 4-5, and conclusion; Chapter 5 and 7 of <i>Understanding Style</i> (on reserve) and 191-199 of <i>Craft of Research</i> (on reserve).	
<i>Thanksgiving break</i>					
14	30-Nov	2-Dec	Inequality	Poor: Intro, ch. 1-2	First draft literature review
15	7-Dec	9-Dec	Inequality	Poor: Chapter 2, conclusion	
16		16-Dec	Finals week		Final papers