**SENIOR SEMINAR: STRATIFICATION AND INEQUALITY**

**SOCIOLOGY 410 “S”**

**Spring 2015**

Class Times: Tuesday and Thursday, 10-11:30 AH 110

Professor Danielle Kane

Office: 331 Asbury Hall

Office hours: Office hours: T Th 12-30-2

[daniellekane@depauw.edu](mailto:daniellekane@depauw.edu)

The senior seminar represents the culmination of your work in sociology at DePauw, and its primary goal is to support you in conducting an independent piece of empirical research and defending it. This experience will prepare you to speak knowledgeably and concretely about research design; data collection and analysis; and a literature in which you develop some expertise and may make a contribution. While most graduation requirements relate to time spent in class (ie credit hours), the senior seminar provides an important opportunity to develop a product that you can use to showcase your skills to potential employers or graduate school admissions committees and mentors.

For all of these reasons, the seminar is organized around conducting your senior thesis, which is also a requirement for the major. I have designed assignments to support your work this semester as you make the transition to an independent researcher.

**Seminar Objectives**

1. To refine your ability to develop an interesting, informed research question

2 To develop your ability to design a study that will address that research question

3. To gain more expertise in data collection

4. To develop your ability to interpret these data, particularly with respect to how they bear on your research question

5. To practice the skill of presenting and defending your work

6. To practice the skill of providing feedback to others

7. To write up your study in such a way that others could replicate it

**Three Special Features of This Seminar:**

1. This seminar fulfills the S requirement. As such, you will be presenting your work publicly as well as responding to others, which will help sharpen your speaking and listening skills. To be certified “S” competent you are required to do “C-“ or better work on (1) presenting your research; (2) facilitating class discussions; and (3) active participation in workshopping and class meetings. Please note that “S” certification and your letter grade for the class are two distinct assessments. It is possible to pass the course, but not be “S” certified.

2. The most efficient, effective way of developing research and writing skills is to get feedback from others; learning to give this feedback is an important, advanced skill in its own right. We will accomplish both of these aims through class workshops, smaller peer groups, and presentations, as well as one-on-one consultation with me. **In other words, all of your work for this class will be shared.**

3. The quality and quantity of data are key to a successful piece of research; they are a large part of what distinguishes a thesis from a long class paper. Because many senior theses use DePauw students as their sample, I urge you to take advantage of a special opportunity to coordinate data collection efforts with your classmates. Doing so will enable each student to reap the benefits of a good-sized sample, while only needing to conduct a few interviews him- or herself. We will devote some class time to coordinating data collection, and these discussions will also provide deeper understanding and engagement with the interviewing method. (Collaborating with others is also fun!) While I do not require you to participate, I urge you to make use of this opportunity. If you elect to do your own data collection independently, you should plan on conducting at least 10 interviews (if you choose this method).

**Assignments**

**\*\*Note that due to the nature of the class and the size of enrollment, I cannot accept late work!!!\*\*\***

Attendance and participation: Because of the intensive nature of our work, which relies heavily on collaboration, it is crucial that you attend every class and be proactive in providing feedback to colleagues. You are allowed to miss one class for an emergency. After one missed class, you will lose one percentage point you're your final grade for each missed class. For work that is ungraded on the original deadline: failing to complete this work on the first deadline will result in a 5-point deduction on the graded product.

**OTHER REQUIREMENTS**

**Senior Symposium**. Each Spring, all sociology and anthropology seniors present their senior thesis to the wider DePauw community, parents, and friends. This year it is scheduled for **April 23rd from 6:30-9:30 pm**. Please mark your calendars for this celebratory event and have your family do the same! [You should also consider this advanced notice that you are required to present at this event even though it is outside our regular class meeting time.] The event is set up like a mini-conference with concurrent sessions organized by theme. Each presenter will have 10 minutes, followed by Q&A. Your presentation should be professional and polished. A trip to the S-Center as preparation is highly recommended. Everyone is invited to a short awards ceremony afterwards. Failure to present at this event will result in a 50 point deduction from your total points for the course.

**Senior comprehensive requirement**. Fulfilling the senior comprehensive requirement in Sociology or Sociology/Anthropology involves writing a 25-35 page senior thesis of satisfactory (C- or higher) quality. A thesis of unsatisfactory quality will need to be redone in order to graduate and will lower your overall course grade.

**Schedule of Assignments % of final grade**

Front end presentation 10

Thesis draft (“final”) presentation 10

Workshop facilitation/feedback 10

Other assignments

Front end draft 20

Findings and Discussion (F&D) draft 20

Final draft of thesis 30

The following assignments are ungraded, but you will lose points if they are not completed on time:

1/28 proposal 10 points

annot bib 10 points

data collection instrument 10points

front end draft 10 points

IRB materials 10 points

journal presentation 10 points

F&D draft 10 points

Final draft 10 points

senior symposium 20 points

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| Week | **Due Sunday 5 pm** | Tues | Thursday |
| 1 |  | 1/27  Introduction | 1/28  read Silva  proposal due |
| 2 |  | 2/3  Library Session | 2/5  due in class: annotated bibliography with 8 sources;  in-class: draft data collection instrument |
| 3 |  | 2/10  front end presentation | 2/12  front end presentation |
| 4 | **2/15**  **Front End first draft**  **To Moodle** | 2/17  front end workshop | 2/19  front-end small group conferences |
| 5 | **2/22**  **Front End final draft**  **To daniellekane@depauw** | 2/24  IRB workshop  Due in class: draft of IRB materials (2 hard copies)\* | 2/26  Journal Presentation |
| 6 |  | 3/3  Journal Presentation | 3/5  Brennan, “Patriarch Parties…” (Moodle) |
| 7 |  | 3/10  House, “Restorative Justice….” (Moodle) | 3/12  Reading TBA |
| 8 |  | 3/17  data collection troubleshooting | 3/19  data collection troubleshooting |
| 9 |  | SPRING | BREAK |
| 10 | **3/29**  **F&D draft to Moodle** | 3/31  F&D workshop | 4/2  F&D workshop |
| 11 |  | 4/7  F&D workshop | 4/9  F&D workshop |
| 12 | **F&D final draft**  **To**  **daniellekane@depauw** | 4/14  final presentations | 4/16  final presentations |
| 13 |  | 4/21  final presentations | 4/23  final presentations  SYMPOSIUM 6:30 |
| 14 | **4/26**  **final draft to Moodle** | 4/28  final draft workshop | 4/30  final draft workshop |
| 15 |  | 5/5  final draft workshop | 5/7  final draft workshop |

**Your thesis is due (2 copies, 1 hard copy and 1 electronic) Tuesday, May 12th 10 am.**

\* IRB project description, informed consent, instrument, and any other necessary materials

**Honor Code**. As with all courses at DePauw University, you are bound by the policy on academic integrity. I highly encourage you to reread the policy if you have not reread it this semester: http://www.depauw.edu/handbooks/student/acadlife/app/aip/dishonesty/

**Special Accommodations**. According to Pamela Roberts, Coordinator of Academic Success and Student Disability Services, “DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). Accommodations are determined on a case by case basis. Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located at 101 E. Seminary St., 765-658-6267. It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”