

Upper-division Writing Requirement Review Form (12/1/08)

I. General Education Review – Upper-division Writing Requirement			
Dept/Program Subject	Sociology	Course # (i.e. ANTH 455) or sequence	SOC 441W
Course(s) Title	Capstone: Inequality and Social Justice		
Description of the requirement if it is not a single course			
II. Endorsement/Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
	Please type / print name	Signature	Date
Instructor	<u>Kathy Kuipers</u>		
Phone / Email	<u>243-4381</u>		
Program Chair	Celia Winkler		
III Overview of the Course Purpose/ Description			
<p>This course is designed as a capstone course for senior sociology majors in the inequality option with additional reading, discussion, and thinking about inequality and social justice. Students work in a highly focused way on their writing while also exploring the differences between inequality and inequity; the use of justice rules and how we decide what's fair and what's not, how inequality influences social interaction, the controversy over meritocracy, the debate over affirmative action, and the role of social class in structuring equality. This course also is designed to satisfy the upper division writing requirement for sociology majors while focusing on inequality and social justice. As a skill development course, it provides an opportunity for students to work in a highly focused way on their writing while also teaching them how sociologists write research papers. Students do a substantial amount of writing, editing (not only their own work, but also the work of classmates), and rewriting. The rewriting goes beyond simple copy-editing and correcting mechanical errors to revising for content, clarity, conciseness, jargon, and structure.</p>			
IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.			
Student learning outcomes : Identify and pursue more sophisticated questions for academic inquiry	Students are required to write a final research paper formatted for publication in a sociological journal. The topic of the paper is based on student interests, course material, and negotiations with the instructor to arrive at research questions appropriate for academic inquiry.		
Find, evaluate, analyze, and synthesize information effectively from diverse sources (see http://www.lib.umt.edu/informationliteracy/)	Students will participate in a library session early in the course on effectively using library sources. The final paper will require integration of appropriate primary sources into a literature review on their topic for their final paper. (Of course, students must evaluate and analyze material in order to determine which sources fit and which don't.)		
Manage multiple perspectives as appropriate	As our capstone course in inequality and social justice, the course is organized around various perspectives that identify problems of inequality and social justice solutions. Part of the focus will be on key issues resulting from competing perspectives.		

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline	Students adopt the academic voice in writing drafts of sections of their final paper, peer reviews, strategies for revision, and the final research paper for publication or academic presentation in sociology.
Use multiple drafts, revision, and editing in conducting inquiry and preparing written work	Six drafts are written on six sections of the final paper. Five are peer reviewed and revised. Each revision is based on at least two peer reviews and faculty comments.
Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline	The final paper will include a references list and in-text citations formatted for publication in a sociology journal. The <i>American Sociological Association Style Guide</i> is required reading and a reference for the course.
Develop competence in information technology and digital literacy	Students will participate in a library session early in the course on effectively locating library sources—particularly on using information technology. Subsequent class sessions will focus on how sociologists access and incorporate such sources into their work.
V. Writing Course Requirements Check list	
Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.	<input type="checkbox"/> Yes <input type="checkbox"/> No Enrollment is capped at 20.
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Requirements are included on the syllabus but students also receive multiple handouts detailing expectations and requirements for written assignments.
Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.	The following books are <u>required</u> as primary texts for the class and focus on writing and editing in the social sciences. <ul style="list-style-type: none"> • Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008 <i>The Craft of Research, Third Edition</i>. The University of Chicago Press. • American Sociological Association. 2007. <i>ASA Style Guide. Third Edition</i>. Segments of Elbow, Peter. 1998, <i>Writing with Power</i> , Oxford University Press, are also included in required readings. All reading assignments are discussed and incorporated into writing assignments.
Will written assignments include an opportunity for revision? If not, then explain how students will	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

receive and use feedback to improve their writing ability.	
Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?	X Yes X No More detailed information literacy expectations are discussed in class, listed in the writing assignment for the final paper, and detailed in handouts on literature reviews, citations, etc.
VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.	
Formal Graded Assignments	<u>Six Drafts</u> Each student will be required to create copies of drafts of portions of the final paper assignment to be reviewed and edited. <u>Five Sets of Peer Review Comments</u> Based on class handouts, students will place editorial comments on two drafts given to them the previous week. Additionally, they will write a one-page comment paper to each author explaining the main points of their review. <u>Five Strategies for Revisions</u> This assignment concerns their "strategy" for revising your draft to respond to the comments of the reviewers during the previous class sessions. It will include a sample from the original work, the comments, and a strategy for revision for at least one major revision. We will project their revisions on the board and discuss how they are helpful and how these suggestions may help others in the class with improving their writing. <u>Final Paper</u> A final paper appropriate for publication in a sociological journal. It will include the following parts: <ul style="list-style-type: none"> • A Title • An Abstract • Introduction • Conceptualization of the Problem/Literature Review • Methods: Relating the Hypothesis to your Observations • Findings or Results: Analysis of Data • Discussion (of Results) • References
Informal Ungraded Assignments	At least once a week, students will free-write in class on related topics having to do with writing or inequality and social justice.
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see:	

Capstone: Inequality and Social Justice

Professor: Kathy Kuipers
Office: Social Science, room 311
Hours: Tuesday (2:10-4:00) and Wednesday (1-3:00) and by appointment
Phone: 243-4381 (office); 327-9777 (home—only in emergencies)
Email: kathy.kuipers@umontana.edu

Course Objectives: This course is designed as a capstone course for senior sociology majors in the inequality option with additional reading, discussion, and graduate level thinking about inequality and social justice. You will work in a highly focused way on your writing while also exploring the differences between inequality and inequity, the use of justice rules and how we decide what's fair and what's not, how inequality influences social interaction, the controversy over meritocracy, the debate over affirmative action, and the role of social class in structuring equality.

This course also is designed to satisfy the upper division writing requirement for sociology majors while focusing on inequality and social justice. As a skill development course, it will provide you with an opportunity to work in a highly focused way on your writing while also teaching you how sociologists write research papers. You will do a substantial amount of writing, editing (not only your own work, but also the work of your classmates), and rewriting. The rewriting will go beyond simple copy-editing and correcting mechanical errors to revising for content, clarity, conciseness, jargon, and structure.

After some initial discussion and review of editing techniques and revising requirements, we will discuss the process of sociological research within the context of inequality and social justice. In addition to the substantive readings, you will spend most of the semester writing (and rewriting) drafts of smaller writing assignments designed to be combined into a larger sociological research paper investigating a topic of your choice. The paper will be formatted for publication in a sociological journal or for presentation to sociologists.

Learning Outcomes for Writing in Sociology:

- Identify and pursue more sophisticated questions for sociological inquiry
- Find, evaluate, analyze, and synthesize information on inequality and social justice effectively from diverse sources
- Manage multiple perspectives on an inequality and social justice topic
- Recognize the purposes and needs of sociological audiences and adopt the sociological voice in your writing and presentations
- Use multiple drafts, revisions, and editing in conducting inquiry and preparing your written work
- Follow the American Sociological Association's conventions of citation, documentation, and formal presentation
- Develop competence in information technology and digital literacy

Prerequisites: The formal prerequisites for this course are the successful completion of Soc. 110, 220 and two ISJ electives. This will assure that you have some basic understanding of the concepts and principles of sociology and are aware of possible topics and areas of research. Also, it helps to have taken or be taking Soc. 201, the research methods class, for a better understanding of how data and research fit together.

Course Requirements: This is an active participation seminar. Some of the class sessions will be designated for student-led presentations of research topics and research findings. But you also are expected to participate in discussions every class session. The readings are designed to help your writing, to emphasize the sociologist's point of view in conducting and writing about research, and to provide the contextual background for your proposed project. You should complete the assigned readings before you come to class to ensure active participation in class discussions and activities. Your class participation will be worth 20% of your final grade.

You will be required to present orally in class on several occasions: briefly on your research topic and on your final paper. We will also spend class time working in small groups,

providing constructive peer criticism to help others improve their written communication skills and responding to those criticisms. You are responsible for raising questions that you have about the readings or about problems in preparing and writing your assignments and in-class discussions is the best way of doing this. Since class participation, especially in small-group settings, is such an important part of this class, **your attendance at all class meetings is mandatory.**

In addition to a discussion of the readings, students will have written assignments due each week. Three types of assignments are due in class: drafts of your own work, comments on others' work, and strategies for revision of your own work. Your final paper, a research paper formatted for publication in a sociological journal, will result from combining your revisions with additional writing. Written work is worth 80% of your final grade and **NO LATE ASSIGNMENTS will be accepted.** The functioning of a class like this depends upon the timely submission of work, especially peer reviews and drafts to be distributed to other students, so no exceptions or excuses will apply.

Readings: Three books are required as primary texts for the class and available from the bookstore.

1. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008 *The Craft of Research, Third Edition*. The University of Chicago Press.
2. American Sociological Association. 2007. *ASA Style Guide, Third Edition*. (The formatting basics of the *ASA Style Guide* are also available yearly in each of its journals. It may be downloaded in its entirety from the ASA website—free of charge only IF you are a member.)
3. Curry, George E. 1996. *The Affirmative Action Debate*. Perseus Publishing.
4. Elbow, Peter. 1998. *Writing with Power*. Oxford University Press. (**OPTIONAL**)

Additional readings are required and will be available on Blackboard. Books will be put on reserve when/if available.

Students also **must** register for the *Blackboard* course supplement where all of the additional readings and handouts will be posted. In order to be prepared for class, you will need to check *Blackboard* regularly—at the very least, well before each class meeting—for announcements, readings, and extra information. Direct your browser to <http://umonline.umt.edu> or access *Blackboard* from the UM Home Page. In the future, the syllabus, schedule, data, handouts, assignments, grades, and other information will be posted on the site. I recommend that you bookmark this site and visit it regularly. (See the attached *Blackboard* handout for more information.)

A few words about plagiarism and academic dishonesty: “Plagiarism is the representing of another’s work as one’s own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” (Taken from *The University of Montana Catalog 2008-2009*, p. 23-4.) It includes:

Copying from another’s paper or allowing another to copy from one’s own paper

- Unpermitted collaboration
- Giving or receiving unpermitted aid on a take-home examination or paper.

Make sure that your work is your own. In this class, discussion of ideas is permitted, and even encouraged among classmates. Giving and accepting comments on each other’s writing is also allowed. Neither using another student’s paper as a template for your own nor copying from any written documents (without giving proper credit) are acceptable. If this is unclear, please ask. Be careful!

Course Schedule: Each of the following sections is arranged according to specific topics to be covered in the course. Topics and required readings for each section are listed below each heading. Our progress through the list may change as we spend more or less time on any particular topic. It is your responsibility to keep up with the readings as we move through the course.

Tentative Class Outline

Week 1

Introduction and Orientation

Weekly assignments and groups

Booth I. RESEARCH, RESEARCHERS, AND READERS (pp. 1-27)

II. ASKING QUESTIONS, FINDING ANSWERS (pp. 31-50)

Elbow Part I “Some Essentials”

Week 2

Inequality Overview

Gladwell, Malcolm. 2008. *Outliers: The story of success*. Little, Brown and Company. Pp. 15-115

Formulating Questions I

Booth II. ASKING QUESTIONS, FINDING ANSWERS, con’t (pp. 51-67)

Booth 12 *Planning*, and 13. *Drafting Your Report* (pp.171-202)

Draft#1 of Topic Proposal due.

Week 3

Drafting, Feedback, Revising

Elbow Part V “Feedback”

Part III “More Ways to Revise”

Peer Review #1 due.

Booth 14. *Revising Your Organization and Argument* (pp. 203-212) and 17. *Revising Style* (pp. 249-269)

ASA Style Guide

Peer Review Sessions

Inequality and Social Justice Overview

Justice rules—deciding what’s fair and what’s not

Hegtvedt, Karen. 2005. “Doing Justice to the Group.” *Annual Review of Sociology*, 31:25-45.

Elster, Jon. 1992. *Local Justice*. New York: Sage. Selected pages.

Weisheit, Ralph and Frank Morn. 2004. *Pursuing Justice*. Belmont, CA: Wadsworth. Chpt. 3.

Ryan, William. *Equality*. Chpt. 1.

Strategies for Revisions #1 due.

Week 4

Topic Presentations

Formulating Questions II

Booth II. ASKING QUESTIONS, FINDING ANSWERS, con’t (pp. 68-102)

ASA Code of Conduct

IRB discussion; in-class exercise

Controversies about Inequality

The Stanford Center for the Study of Poverty and Inequality:

<http://www.stanford.edu/group/scspi/index.html>

O’Brien, Jodi. 1999. “How Do We Cut the American Pie? The Myth of Meritocracy.” *Social Prisms*. Pine Forge Press. Pp. 132-61.

Fischer, Claude S., Michael Hout, Marin Sanchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss. 1996. *Inequality by Design: Cracking the bell curve myth*. Princeton University Press. Pp. 3-21

Lamont, Michele. 2000. *The Dignity of Working Men*. Russell Sage Foundation. Pp. 17-54. ??

Schedule a meeting for week 5 or 6 with the Instructor to discuss your final paper.

Week 5

Proposed Data Collection

Begin data collection; discussion of methods, strategies, and tactics

Data at The Stanford Center for the Study of Poverty and Inequality: page:

http://www.stanford.edu/group/scspi/media_trend_data_custom_data.html

Audience

ASA Style Guide

Elbow Part IV "Audience"

Provisional Answers: Academic Justification

Finding References--Speaker

Draft #2 of Introduction/Statement of Problem/Proposed Research due.

Week 6

Introductions

Booth 16. *Introductions* (pp. 232-248)

Peer Review #2 due.

Peer Review Sessions

Race and ethnic inequality

Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." [*The American Economic Review*](#), Vol. 94, No. 4, pp. 991-1013

Waters, Mary C. 1990. *Ethnic Options: Choosing identities in America*. University of California Press. Chpt. 7

Strategies for Revisions #2 due.

Week 7

Another way to think about diversity

Michaels, Walter Benn. 2006. *The Trouble with Diversity: How we learned to love identity and ignore inequality*. Metropolitan Books. Pp. 1-79; 171-190.

Draft #3, Provisional Answer/Theory (with Preliminary Literature Review), due. Also, attach a preliminary list of references.

Week 8

Gender inequality

Belkin, Lisa. 2003. "The Opt-Out Revolution," *The New York Times Magazine* (October 26).

Goodman, Ellen. 2007. "Ding dong, the myth is dead: Women didn't 'opt out' of work." *The Missoulian*.

Washington Post opinion

Peer Review #3 due.

Peer Review Sessions

Power and inequality in education

Esping-Andersen, Gøsta. 2007. "Equal opportunities and the welfare state." *Contexts*, 6:23-27.

Bowen, William G. and Derek Bok. 1998. *The Shape of the River*. Princeton University Press. Pp. 1-14; 256-290.

Strategies for Revisions #3 due.

Week 9

Research Methods

Booth, et al. III. MAKING A CLAIM AND SUPPORTING IT (pp. 103-170)

Affirmative Action: what is it; how does it work; is it fair?

Curry, George. *The Affirmative Action Debate*. Perseus Publishing. Pp.xii-156

Draft #4 Methods Draft due.

Week 10

SPRING BREAK—NO CLASSES

Week 11

Data Collection

Peer Review #4 due.

Peer Review Sessions

Affirmative Action: who benefits; how is it used?

Curry, George. *The Affirmative Action Debate*. Perseus Publishing. Pp. 157-298
Strategies for Revisions #4 due.

Week 12

Conclusions

Booth, et al. V. SOME LAST CONSIDERATIONS (pp. 271-283)

Draft #5, Results Draft due.

Affirmative Action: should it continue?

Curry, George. *The Affirmative Action Debate*. Perseus Publishing. Pp. 299-336

Fischer, Claude S., Michael Hout, Marin Sanchez Jankowski, Samuel R. Lucas, Ann Swidler, and
Kim Voss. 1996. *Inequality by Design: Cracking the bell curve myth*. Princeton University Press.
Pp. 129-157

Week 13

Abstracts and Bibliographies

Peer Review #5 due.

Peer Review Sessions

Discussion of Final Paper presentation

Booth, et al. 12. *Communicating Evidence Visually* (pp. 213-231)

Strategies for Revisions #5 due.

Week 14

Strategies for Revisions of Final Paper

Oral Presentations by Students

Draft #6, Discussion/Conclusion Draft due.

Week 15

Oral Presentations by Students

Concerns and Issues

Outlets for presenting and publishing your research

Final Paper Due, May 13, by 1:10 pm at the scheduled time of our final exam.