

SENIOR SEMINAR IN SOCIOLOGY/ANTHROPOLOGY

SOAN 498, Section 01
Spring 2008
TR, 3-4:20 pm, 2226 Barnett
Office Hours: MW 10 am-2 pm

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Course Goals:

The Senior Seminar in Sociology and Anthropology is designed to provide students in this dual-discipline major with an opportunity to explore the similarities and differences between sociological and anthropological questions, learning goals, and research strategies, and a chance to integrate knowledge and skills acquired in various courses in the major. Student-led presentations and discussions of readings related to an overarching theme in Sociology and Anthropology, along with written responses to questions on the readings, promote reflection and active in-class discussion. Integration of specific knowledge, methods, and theory is accomplished through a substantial literature review on a topic of each student's choice.

Readings:

Pan, M. Ling. *Preparing Literature Reviews: Quantitative and Qualitative Approaches*. 3rd Edition. Glendale, CA: Pyczak Publishing, 2008.

“Stern Review: The Economics of Climate Change.”

“Climate Change 2007: The Physical Science Basis.”

Articles related to global warming from anthropology and sociology journals.

Course Requirements:

- 1. Reading and Discussion Assignments:** For the first couple of weeks, we will be reading from Pan's book on how to do a literature review, and using it to do some preliminary work on individual papers. We will then spend a few weeks reading and discussing articles from sociological and anthropological journals related to global warming. These articles will be presented by student groups, who will also provide questions to guide the reading. Written responses to the articles should include brief answers to the questions provided and one or more of the following: comments/questions about key points with which you agree/disagree, concepts/perspectives that identify this reading as sociological/anthropological, alternative arguments/points about the topic/issue being discussed or additional illustrations. Student responses/comments/questions/ideas/arguments will be the basis for student-led class discussion.
- 2. Literature Review** – The majority of your grade will be based on a literature review that focuses on a topic of particular interest to you in either sociology or anthropology. A literature review is “an original work based on a critical

examination of the literature on a topic. The reviewer should evaluate the available evidence as well as relevant theories (while noting gaps in the literature) and create a synthesis that provides a comprehensive overview of the literature.” (M. Ling Pan). This is your opportunity to demonstrate your skills as a researcher, your ability to organize facts and theories, and your effectiveness at writing clear prose, as you build logical arguments using data and hypotheses found in the literature. It is also your opportunity to deepen your knowledge of a particular subfield and to identify a direction of interest for further study in sociology or anthropology. A tentative general topic will be identified during the first week of the semester, followed by a literature search and assessment of sources, then a topic outline, a first draft of the paper (to be peer-reviewed and discussed with a faculty member), a revised draft, then a seminar presentation of research findings, and a final draft to be turned in at the end of the semester. The final paper should be from 15-30 pages in length, not counting charts/tables, references, or appendices.

3. **Class Attendance:** Regular attendance and active participation in class discussions and assignments is essential for doing well in this course. I expect you to be in class every Tuesday and Thursday. For an absence to be excused, you need to contact me (in advance, if possible) to let me know why your absence is necessary.
4. **Academic Honesty:** You should all be familiar with Truman State’s policy on academic honesty (in the *General/Graduate Bulletin*). I expect you to do your own work, and to give proper credit when you borrow from the work of others.
5. **Some advice:** The Writing Center in McClain 303B (x4484) is open from 8 am to 5 pm, Monday through Friday, and is a very good resource for improving your writing. Also, please note that we will be making use of the Truview website for email messages, announcements, etc. You need to be sure that the email address listed for you on the Truview website is an address that you check regularly.

Your course grade will be calculated in the following way:

Class preparation and participation	30%
- written responses to readings, and class discussion	
Research presentations	20%
- content, style, and effectiveness	
Research paper	50%
- preliminary work	10%
- first draft, revisions, and peer reviews	15%
- final draft	25%

The content of the senior seminar is flexible. As students, you have the power (individually or as a group) to request coverage of topics of interest to you. You may invite any SOAN faculty member to participate in a discussion or to present on a specific topic.

This course fulfills the current **Capstone requirement for the Sociology/Anthropology major**. [If you are using a catalog prior to 2003-2005, you may need to complete a substitution form.] This course also fulfills Truman's **writing enhanced requirement**.

TENTATIVE CLASS SCHEDULE

(Please note that the class schedule is tentative and may be modified over the course of the semester.)

- January 15** Introduction
What characterizes a sociological perspective? an anthropological perspective?
Handouts on science and economics of global warming
ASSIGNMENT: Read Chapters 1 and 2 in Pan, along with one qualitative model review (1, 2, or 3) AND one quantitative review (7, 8, or 9). Come to class with at least two topic ideas (and their sources), and a plan to do either a qualitative or quantitative review.
- January 17** Discussion of literature reviews and share topics.
ASSIGNMENT: Read Chapters 3 and 4 in Pan. Come to class with a list of at least 10 relevant journal articles (databases identified) and 5 web resources.
- January 22** Discussion of the research process.
ASSIGNMENT: Read Chapters 5 & 6. Choose one of the journal articles you've retrieved, and read and analyze it, using the questions at the end of chapter 5.
- January 24** Discussion of evaluation and interpretation of articles and note-taking.
ASSIGNMENT: Finish reading the handouts on global warming. Write brief summaries of key points and questions.
- January 29** Discussion of the science and economics of global warming.
- January 31** ASA Teach-In on Global Climate Change and *Focus the Nation*
ASSIGNMENT: Write a draft introduction for your paper which includes a discussion of your (narrowed) topic (what is it that you are interested in learning about?) along with definitions of key concepts, the importance of your topic in the discipline as well as the wider society, your objectives and how you plan to organize your literature review, and mention the theories that you plan to include. Email the introduction to Dr. McDuff by 2/3, along with

your current bibliography (keep searching for sources and reading and taking notes).

February 5	No class – mini-conferences on topic and bibliography ASSIGNMENT: Read Chapter 7 and start working on topic outline.
February 7	No class – mini-conferences on topic and bibliography ASSIGNMENT: Global warming articles and questions due for photocopying.
February 12	Student-led discussion of articles on global warming
February 14	Student-led discussion of articles on global warming
February 19	Student-led discussion of articles on global warming
February 21	Student-led discussion of articles on global warming
February 26	Student-led discussion of articles on global warming
February 28	Student-led discussion of articles on global warming
March 4	Student-led discussion of articles on global warming
March 6	Discussion of anthropological and sociological views of global climate change Revised introduction, topic outline and bibliography due
March 18	Feedback and discussion with peer reviewers ASSIGNMENT: Read Chapters 8, 10, and 11 and start working on the first draft.
March 20	No class meeting – work on first draft
March 25	No class meeting – work on first draft
March 27	First drafts due – peer exchange
April 1	Feedback and discussion with peer reviewers. Discussion of effective public presentations.
April 3	Student Research Conference
April 8	Revised drafts due to Dr. McDuff

April 10	No class meeting – individual conferences scheduled
April 15	No class meeting – individual conferences scheduled
April 17	No class meeting – individual conferences scheduled
April 22 and 24	Seminar Presentations – afternoon and evening sessions
April 29	Portfolio Project
May 1	Final drafts due