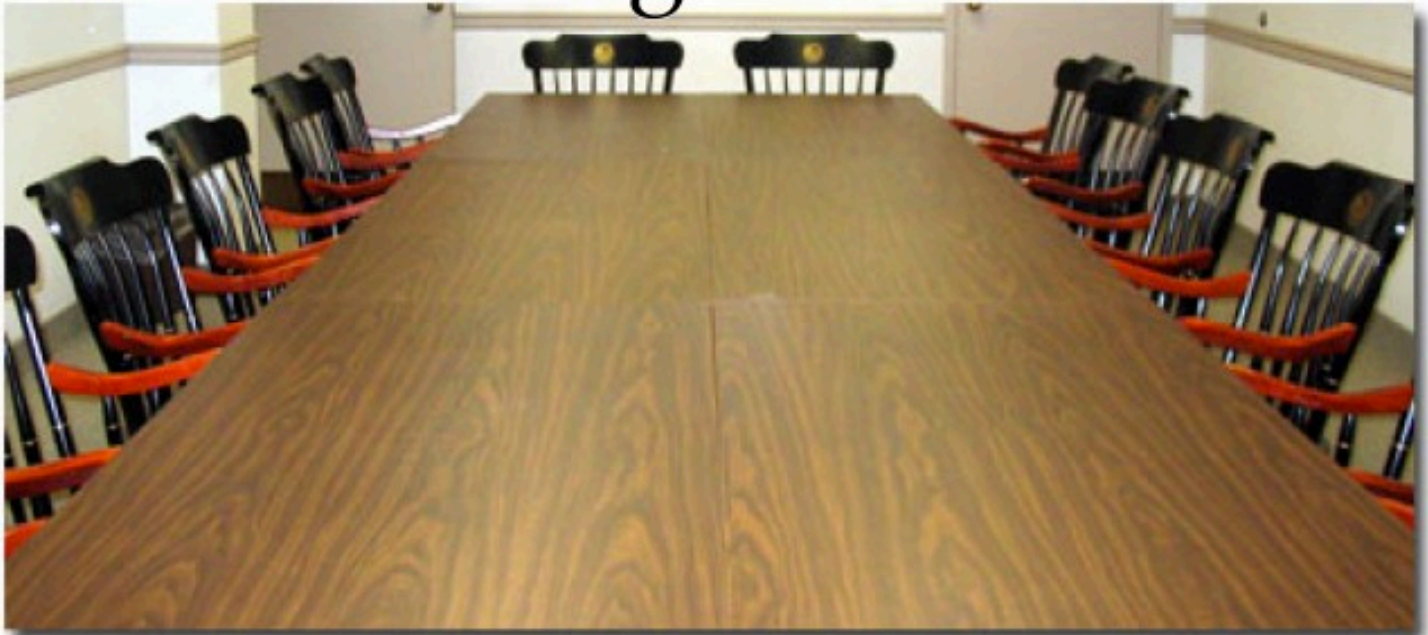


FROM TOPIC TO RESEARCH QUESTION TO PROPOSAL TO GETTING STARTED. FRAMING THE QUESTION, COLLECTING THE DATA, ANALYZING THE RESULTS, REACHING THE CONCLUSIONS. QUALITATIVE, QUANTITATIVE, MIXED METHODS, WE HAVE IT ALL.

SOCANTH 190

Proseminar

You Belong at this Table



January 2016

BECAUSE HUMAN SOCIETY.

R	RESTRICTED
	UNDER 17 REQUIRES ACCOMPANYING PARENT OR ADULT GUARDIAN

About the Course

This is a process oriented seminar. The main goal is to arrive at the start of summer break with a clear path toward carrying out a successful senior thesis project in the senior seminar course in the fall.

Participants are expected to attend all sessions, participate actively in all workshops, complete all exercises on time, and maintain a digital portfolio of their work. Final grades will be based on portfolio of work completed during the semester and production by semester end of a research proposal (and human subjects proposal if necessary), a research plan, demonstrated access to data, field site, or informants, and a full bibliography.

The items listed under "Portfolio" each week must be uploaded to portfolio by end of day Friday (midnight) of the week they appear in.

Each seminar member will be responsible for presenting material during one week of the semester. Other members will submit to this person a single question or comment by Sunday midnight and the person whose week it is will have until class on Wednesday to synthesize and prepare presentation/discussion guide/etc. This includes distribution of a one page summary that has a section called "Last time on proseminar" that reminds us of previous class, "This week in proseminar" in which readings for this week are summarized, and "Talking points" in which you summarize questions or issues sent to you by classmates.

Starting around mid-semester we will dedicate a significant slice of class time to "workshopping" one another's topics. We will sign up for slots in week two. The week before your seminar you must distribute 8-10 pages of material for your classmates to read in preparation for discussing your work. Deadline is Sunday 8 am.

Books

1. Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Harvard University Press (978-0674135864). \$20.50
2. Strunk, William and E.B. White. *The Elements of Style, Fourth Edition*. Longman. (978-0205309023) \$5.20
3. Booth, Wayne C. et al. 1995. *The Craft of Research, Third Edition (Chicago Guides to Writing, Editing, and Publishing)*. University of Chicago Press. (978-0226065663) \$12.96
4. Lispon, Charles. 2005. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper (Chicago Guides to Writing, Editing, and Publishing)*. University of Chicago Press. (978-0226481265) \$15.69

Schedule

1.20 Introductions: What do I know?

*Getting to know one another. Demystifying the process. What is a seminar? The books.
Building on what you already know.*

Prep

- Think about courses you've taken.

Class

- (30) Icebreaker, welcome, syllabus, books
 - Sign up for when your seminar workshop is and sign up for being seminar leader

Portfolio

- 3 topic treatments
- Zotero account
- 1 Zotero citation for each topic (something you have already read)

- Handout: Bengston, V. [Get the most out of reading](#)
- (75) Workshop 1: [What Do I Know?](#)
- (45) DigiTools: [Wordprocessing for Grownups](#)

Mountains with Stairs

1.27 What is a BA Thesis?

Process and Product

Prep:

- Lipson *How to Write a BA Thesis*, pp. 3-34
- Booth *The Craft of Research*, pp. 1-11 ("Starting" and "Thinking in Print"), 29-30 ("Planning")
- Bernard, H.R. "[A Guide to Research Topics, Anyway](#)," pp. 89-95 in *Research Methods Research Methods in Anthropology: Qualitative and Quantitative Approaches* (4th ed)

Class

- (15) Sixty second check in
- (5) Seminar leader A summary
- (20) Study Hall (reading classmates' "topic treatments")
- (60) Workshop: [My Ideas About Your Topics](#)
- (30) DigiTools: Dropbox, Drive as digital collaboration tools.

Portfolio

- [Their ideas about my topics writeup](#)
- Calendar (Lipson p. 34)
- 3 Zotero entries

2.3 Downloading What You Learn OR How to Keep a File Portfolio

Everything is data

Prep

- C.Wright Mills, "[On Intellectual Craftsmanship](#)"
- Lipson, pp. 14-16.

- Wiki set up
- 2 file entries (by 2.5)
- 3 file entries (by 2.10)

Class(seminar leader B)

- (5) Seminar leader C
- (15) Check in
- (45) Workshop on maintaining a file

- (30) DigiTools: Wiki as collaboration tool

2.10 From Topics to Questions

Portfolio

Learning to ask interesting questions is everything...

Prep

- Lipson:
- Booth: Ch. 3 "From Topics to Questions," pp. 35-45
- Becker:
- Abbott on heuristics?

Class

- (5) seminar leader C
- (15) Checkin
- (60) [Workshop: From Interests to Topics to Questions](#)
- (30) DigiTools: [Google n-grams, scholar, power search](#)
- (20) Homework

- [#homeworkTopics to Questions Writeup\(2.12\)](#)
- Three Zotero entries

2.17 From Questions to Problems

Portfolio

What makes something (social scientifically) interesting?

Reading

Booth: Ch. 4. "From Questions to Problems," pp. 48-63

Lipson: Ch. 4 "Refining Your Topic," pp. 66-85

Class

- (5) seminar leader D
- (15) check in
- Workshop: Questions to Problems
- DigiTools: Audio Recording

- Questions to Problems Writeup (advisor pitch)
- 3 bibliographic items

2.24 How to Stand on the Shoulders of Giants

Portfolio

Note taking, types of sources, reviewing the literature

Prep

- Field work: visit library to see Annual Reviews, find one reference.
- Booth Ch 6 "From Questions to Sources," pp. 64-81 and "Speedy Reading," pp. 82-85.
- Lipson ch. 3 "Taking Effective Notes and Avoiding Plagiarism," pp. 37-65

- 2 annotations
- Annual Review photo/scan
- Draft lit review based on materials at hand

- Bengston, V. [How to summarize a reading](#)
- Bengston, V. [How to write a lit review](#)

Class

- (5) seminar leader E
- (15) Checkin
- (45) Workshop: Talking Lit Review Blues
- (60) DigiTools: Video

3.2 How We Research

Portfolio

Prep

- Readings on participant observation, ethnography, survey, secondary data, experiments, unobtrusive measures

3 bibliographic items
Methods workshop writeup
1 annotation
Imaginary dataset for your project with tables

Class

- (5) seminar leader F
- (15) Checkin
- (45) Workshop: [Trying on Methods for Size](#)
- (45) DigiTools: Pivot Tables

3.9 How to Workshop Your Colleague's Work

Portfolio

Drafts, constructive criticism, risk

Prep

- Richards, P. "Risk" in Becker pp. 108-120.
- Selection from Zerubavel, *Clockwork Muse*
- Something on workshopping.

3 bibliographic items
1 annotation
Clockwork Muse sketch for 3 drafts of proposal

Class

- (5) seminar leader G
- (15) Checkin
- (45) Workshop on Workshopping
- (60) DigiTools: Online Surveys

NOTE if you are "up" next week you need to submit 10 pp (no more, no less) of material to your classmates by 7 am Sunday.

Let the Workshopping Commence

3.16 Pilot Projecting

Portfolio

Piloting your study

Plan for your pilot data collection

Prep

- Lipson ch. 5 "What is good thesis research?" pp 889-98 and ch. 6. "Using Case Studies Effectively," pp. 99-109
- Becker "[Nothing's Happening](#)" from *Tricks of the Trade*

with logistics
Informed consent form

Class

- (5) seminar leader H
- (15) Checkin
- (90) Workshop Member 1, Member 2, Member 3
- (45) Tools: Human Subjects Review Proposals

3.30 Into the Field

Portfolio

Prep

- TBA : What does a research proposal look like
- TBA : Human subjects proposals

- Pilot i/v OR 3hrs field notes OR dataset

Class

- (5) seminar leader I
- (15) Checkin
- (60) Workshop Member 4, Member 5
- (30) DigiTools: Data Cleaning

4.6 Presenting

Portfolio

Prep

3 bibliographic items

Class

1 annotation

- (5) seminar leader J
- (15) Checkin
- (90) Workshop Member 6, Member 7, Member 8
- (30) Workshop: Demystifying the Graduate School Application Process
- (45) DigiTools: Slide Shows
- (10) Homework Assignment: Preliminary Data Analysis Write-Up

4.13 Practicality and Ideals

Portfolio

topics

3 bibliographic items

1 i/v OR 3hrs fw OR dataset

Prep

Draft Proposal

- Booth: "Research and Ethics," pp. 255-8

Class

- (5) seminar leader K
- (15) Checkin
- (60) Member 9, Member 10
- (45) Workshop: Public Speaking and Professional Presentations
- DigiTools: GIS

The Finish Line

4.20

title

Portfolio

topics

3 bibliographic items

Prep

1 annotation

Class

Draft presentation

- (5) seminar leader L
- (15) checkin
- (90) Workshop Member 11, Member 12, Member 13
- (30) Workshop: From Senior Thesis to Resume to Job Interview

4.27

Introductions

Portfolio

Getting started...

Proposal

Prep

Booth: ch 15 "Introductions," pp. 234-254

Class

- (5) seminar leader M
- (15) Check in
- (45) Workshop
- (30) DigiTools

5.4

No Official Class Meeting

Portfolio

Proposal

Boilerplate

General Notes about Course

Course Format

This course will employ a seminar format. This means that we will sit around a table and work together to figure out what the texts we are reading mean, where our research is going, how we can help one another along. You are expected to join in this collective project. You will also be expected to comment on classmates' work regularly and to submit your work for their consideration.

Grading

Course grade will be based equally on intellectual engagement (participation), timely completion of assignments, and the quality of final products (seminar presentations, final presentations (at social science research conference, for example), proposals).

Changes

The course schedule should be understood to be tentative. We may get behind or ahead. Readings may be added or dropped. Assignments may be dropped or modified (in the direction of less work).

Accommodations

Course adaptations will be made for students with disabilities. If you need accommodation, please go through the established processes at the Office of Disabled Student Services and let me know as soon as possible what accommodation(s) you will need to successfully complete all course requirements. In no case will it be acceptable to inform me of needed accommodations on the day an assignment is due.

Excuses and Such

"I didn't understand what you meant" is not an excuse for not doing your work correctly. If you do not understand something on this syllabus or other documents handed out in class, ask for clarification. It is your responsibility to be sufficiently "ahead" in your work to discover such things in time to ask and give me a reasonable amount of time to reply. The night before something is due is usually too late.

Papers are due at the start of class on the day they are due. Missing class that day does not buy you an extension. Deadlines for all written work are firm. Plan accordingly. Unannounced late work will NEVER be accepted. Except under the direst of circumstances, extensions will not be granted. Under no circumstances will any extension be granted within 24 hours of a due date. Plan your crises accordingly.

Verified instances of plagiarism will result in a failing grade or option to withdraw from the course. When in doubt, use quotation marks and fully cite.

Funding

Some research projects receive funding from [Mills UROP Grants](#).