

SOC 594: Special Project in Sociology
SEMESTER, 3 credits
Online asynchronous
Syllabus and Course Outline

Professor: FACULTY ADVISOR TBD
Office Location:
Phone:
E-mail:
Office hours:

Sociology Mission Statement:

The Department of Sociology inspires Southern students to explore our dynamic society by embracing a social curiosity and recognizing the impact of large- and small-scale social forces. In addition to supporting Southern students in pursuit of their passions and dreams, the Department of Sociology faculty members prepare students to be productive citizens, capable of enhancing the quality of life in Connecticut, the United States, and across the world. Through curriculum and experiential opportunities sociology students develop skills that are marketable and can change lives for the better. Our students' intellectual journey includes rigorous coursework in social science research, sociological theory and social diversity. Students gain and apply sociological insight in service learning, internship, independent study, student research, and volunteer opportunities. Southern sociology students are poised to challenge the status quo as well as present new and evolving visions of the world.

Course Summary:

This is a graduate-level course required for students who choose to do a special project for completion of the M.S. in Sociology program. Students in consultation with a faculty supervisor will identify a project that can be **executed in one semester**. Special projects must be specific to the field of sociology. Formats may vary depending on the specific project that is undertaken. Students are expected to produce a final paper/written report upon completion of the special project.

Course Catalog Description:

Students plan, develop, and implement a research-based project in sociology under the supervision of a faculty member. **Course taken as pass/fail only.**

Examples of projects include but are not limited to:

- **A program grant.** A student may identify and write a grant for a future project they are interested in undertaking.
- **Program evaluation.** A student may choose to conduct an evaluation of an existing program, including identifying the primary evaluation questions, identifying the evaluation methods, collecting data, analyzing data, and writing a final report.
- **Website development.** A student may develop a website that focuses on a social issue with an identified target audience and goal.
- **Community partnership.** A student may work with a local community to identify a collaborative project based on the needs of the specific community partner. The student should have a meaningful role in the creation or facilitation of the community-based project. Some examples may be the development of a handbook, creation and facilitation of a workshop, evaluation of a specific project, etc.
- **Curriculum Design.** A student may create a syllabus for an undergraduate sociology course that they are interested in potentially teaching. The student will develop multiple lesson plans for the course as well as assignments and assessment rubrics.

Learning Objectives:

Upon successful completion of this course students will be able to:

- 1) Conceptualize and frame personal, work-related, and social issues from the perspective of sociology.
- 2) Interpret information relevant to personal, work-related and social issues from the perspective of sociology.
- 3) Identify the value of pro-active citizenship in the form of community/university service, and/or professional activities.
- 4) Recognize and appreciate human difference on the bases of social class, race/ethnicity, gender and sexual orientation, and the skills to apply their understanding in diverse social contexts.
- 5) Adopt ethical principles of honesty, equity, confidentiality, professionalism, and responsibility in executing a project.
- 6) Further develop already existing critical thinking skills.

Course Readings and Resources

There is no required textbook or readings for this course. Student and faculty supervisor will identify readings as deemed appropriate and pertinent to the special project. It is expected that students will have read all assigned readings. Below are suggested readings that may be helpful resources as you progress with your project.

Suggested Readings:

- Anzaldúa, Gloria. 1987. *Borderlands La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books. (Available for free at <http://users.uoa.gr/~cdokou/TheoryCriticismTexts/Anzaldua-borderlands-la-frontera.pdf>).
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press. (Available for free at <http://course.sdu.edu.cn/G2S/eWebEditor/uploadfile/20140306165625006.pdf>) *Any edition will work.
- Burawoy, Michael. 2005. "2004 Presidential Address: For Public Sociology." *American Sociological Review* 70:4-28.
- DuBois, W.E.B. 1903. *The Souls of Black Folk*. Chicago: A.G. McClurg. (Available for free at <https://www.troyspier.com/OER/texts/The%20Souls%20of%20Black%20Folk%20-%20W.E.B.%20Du%20Bois.pdf>).
- Freire, Paulo. (1970) 2000. *Pedagogy of the Oppressed*. Harrisburg, PA: Continuum International Publishing Group. (Available for free at <https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>).
- Romero Mary. 2020. "Sociology Engaged in Social Justice." *American Sociological Review* 85(1):1-30.

Additional Course Policies

Academic Misconduct:

Academic misconduct, also called academic dishonesty, includes cheating, plagiarism and other academically dishonest acts. Examples of what constitutes academic misconduct are presented in the Faculty Senate Policy on Academic Misconduct and appears in the Student Handbook. Sanctions for academic misconduct in this course are under the purview of your instructor and may include penalties such as the assignment of a failing grade in this course and request for disciplinary charges to be brought against you by the Office of Judicial Affairs. All incidents of academic misconduct will be reported to the Department of Sociology and the College of Arts and Science.

Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies <https://inside.southernct.edu/sites/default/files/a/sites/student-conduct/StudentCodeofConductrevised6.16.16.pdf>.

Addressing Sexual Misconduct:

At Southern Connecticut State University (SCSU), we are committed to creating a community of respect, civility, and honor. Your health and safety are a top priority! In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, sexual exploitation), intimate partner violence (dating violence and domestic violence) and stalking at educational institutions. Acts of sexual misconduct and intimate partner violence are a violation of Southern Connecticut State University policy and state law. We encourage you to report any incidents of sexual misconduct, intimate partner violence or stalking and/or utilize the support and advocacy services available to you. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator, Paula Rice, 203-392-5568, or the Office of Student Conduct and Civic Responsibility, Christopher Piscitelli, 203-392-6188. For support and confidential consultation, contact the SCSU Counseling Services, 203-392-5475; SCSU Health Services, 203-392-6300; SCSU Marriage and Family Clinic, 203-392-6413. To report to the police, contact the University Police, 203-392-5375. Please refer to the reporting guidelines for complete list of available resources <https://inside.southernct.edu/sexual-misconduct/reporting-students>.

Americans with Disabilities Act (ADA) Statement:

SCSU's Center for Academic Success and Accessibility Services (CASAS) provides comprehensive support for Southern students, which includes the University's tutoring, writing support services, and PALS as well as academic coaching and programming related to your success in the academic environment. Additionally, Southern provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Accessibility Services can work with you to determine appropriate accommodations. **Before you receive accommodations in this class, you will need to make an appointment with Accessibility Services, located in Buley Library, Rm 303.** To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible.

Citation of Sources:

Proper citation of sources is required using ASA format. For assistance with proper formatting of citations, please visit: https://owl.purdue.edu/owl/research_and_citation/resources.html. A general guide is provided here:

- You must cite when: you directly quote from an outside source. The cited text should always be placed in quotation marks [“”] or block quoted followed by (Author year, p. #) for ASA format. Use a block quote when your citation is over two lines in length. Block quotes should always be single-spaced and indented beyond the normal margins.
- You must cite when: you are paraphrasing or citing an idea that is not your own. When you paraphrase, quotation marks are not necessary, but the paraphrased section should always be followed by (Author year) for ASA format.

Additional University Resources

Sexuality and Gender Equality (SAGE) Center:

The SAGE Center is committed to providing a positive academic, cultural, and social environment where the LGBTQ+ community at Southern can learn, grow, and thrive. **They are located at Adanti Student Center, Room 324 and is open Monday-Friday from 8 AM-5 PM.** For more information about the resources they offer, along with a list of ongoing events, please visit <https://inside.southernct.edu/sage-center>.

Veterans Center:

If you are a student veteran, Southern Connecticut State University has a Veterans Support Center on campus. **The center is located in Engleman Hall, Room A014 and is open Monday-Friday from 8:30 AM to 6:00 PM.** For more information about the resources they provide to our student veterans, please visit <https://inside.southernct.edu/veterans-services>.

Well-being Statement:

Your physical and mental health are critical to your learning and success. Southern has a comprehensive range of supports available to enhance your holistic wellbeing, including the Wellbeing Center, the Food Pantry and Closet, Counseling Services, Health Services, Recreation and Fitness, Alcohol and Drug Services and Recovery Services, and Violence Prevention, Victim Advocacy and Support (VPAS). **For more information, please visit <https://inside.southernct.edu/wellbeing> or call 203-392-7330.**

The Writing Center:

Writing is a tool of discovery, self-expression, and social justice. The purpose of the Writing Center at Southern Connecticut State University is to provide a curricular structure and an educational environment, in which students and faculty can gain the skills and support they need to be successful writers, and writing mentors. For more information about the resources they offer, please visit <https://inside.southernct.edu/writing-center>.

Assessments of Student Learning

Note about Credit Hours:

Students are expected to spend a minimum of 45 hours for each credit hour they carry. A 3-credit course requires 135 hours of work. Special projects are independent, but students should expect to dedicate about ten hours each week on their special project.

How will you spend your 9 hours each week?

We all wear multiple hats and juggle varying roles and responsibilities at home, work, and in the community. Your role as a student is vital but comes with its own requirements and daily demands. To manage these responsibilities, you'll need a well-considered plan. One of the keys to successfully completing this course is having a plan that will serve as a guide for your time management. To help you visualize this, create a project schedule for when you will devote time to this course.

Required Out-of-Class Learning Activities		
Expected Activity	Total Expected Hours	Average Hours/Week
Capstone Project (research, tasks, writing, editing)	97	6.46
Consulting with faculty advisor (via email or communication)	10	0.66
Progress Report (x2 @5 hours each)	10	0.66
Capstone monthly meeting (x4 @2 hours each)	8	0.53
Final Report (draft, writing, editing)	10	0.66
Total	135	9

Note: This is an approximation of hours. They will likely vary depending on the final project, and the agreement between the student and their faculty supervisor.

Evaluation Methods and Criteria:

All components of the special project will be graded as pass/fail only.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.