Soci 441.01: Capstone - Inequality and Social Justice

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Capstone in Inequality and Social Justice
SOCE 441, CRN
W 3:00-5:50, Sociology Seminar Room

Prof. Celia Winkler, J.D., Ph.D.
Office Hours: T 1-1:50, W 2-2:50, Th 1-1:50 and by appointment
SS 323; 243-5843; celia.winkler@umontana.edu

I. Generally

A. Catalog Description:
   Research and writing on Inequality and Social Justice. Students bring together readings from other inequality content courses and/or independent readings, research methods training, and data and/or internship experience to write a final research paper on a topic of their choice within the ISJ area.

B. Capstone
   A “capstone” is the topmost stone in architecture, sometimes the keystone, sometimes the coping stone. In any event, it is always the last structural architectural element added to a building.

   As an educational element, a capstone course is intended to allow you to bring together all the pertinent aspects of your education. According to Bloom’s taxonomy of educational objectives, the major categories of cognitive achievement are as follows:

   Knowledge
   - Exhibiting memory of previously-learned materials by recalling facts, terms, basic concepts and answers
   - Knowledge of specifics - terminology, specific facts
   - Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology
   - Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures

   Comprehension
   - Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas
   - Translation
   - Interpretation
   - Extrapolation

   Application
   - Using new knowledge.
   - Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way

   Analysis
   - Examining and breaking information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations
   - Analysis of elements
• Analysis of relationships
• Analysis of organizational principles

Synthesis
• Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions
• Production of a unique communication
• Production of a plan, or proposed set of operations
• Derivation of a set of abstract relations

Evaluation
• Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria
• Judgments in terms of internal evidence
• Judgments in terms of external criteria

C. Sociological Imagination

The theme chosen for this class is the “sociological imagination,” as coined by the “bad boy” sociologist, C. Wright Mills. The sociological imagination requires us to understand our personal troubles in the context of public issues; or, as usually understood, the relationship between the micro and macro, between individual and small group experience and the social structures in which they take place.

The reason for this theme is that it is likely that few of you will become sociological data gatherers, but all of you will live in the world, react, plan, and work to change the world. You will need to employ your sociological imagination constantly, no matter what you do in life.

We can learn more about the sociological imagination from the required text by C. Wright Mills first published in 1959. Given its great age, it is rife with problematic writing, a true example of the relationship between the micro (the writing) and the macro (the gender and racial structures of mid-century America). It is important that this problem is both acknowledged and put in its perspective. Just because Mills wrote using the white masculine universal doesn’t mean he didn’t have much to say. Your task is to recognize the gendered and racialized context of his writing, but at the same time extract the bits that have meaning to you.

We will explore this imagination in several contexts, and your job is to locate a personal trouble and analyze how it is related to a larger public issue. We will be writing about this throughout the semester, so please find a personal trouble that you would like to explore by Week 2. Of course, if you find one that captivates you more a little later in the course, you may change the topic. Just don’t do it so late that you’ll be jammed up at the end of the semester.

D. Class Choice—Weeks 7-10

The class collectively will choose our substantive focus for Weeks 7 through 10. We will discuss this the second week of class, and I will find appropriate readings for those weeks. Some suggestions:

* GLBTQ rights
* Religion
* Voting/Voice
* Environmental Justice
* Missing and Murdered Indigenous Women
* Employment/Work/Labor
* Family

* Recidivism
* Overpolicing of minority communities
* Gun debate
* Charity/Self-help
* War and Violence
* Education
E. Advanced Writing Expectation

This is an advanced writing seminar course, which means the students do most of the talking and a lot of writing. I give some guidance in areas of my expertise, but this course is primarily for you to develop your analytical abilities through discussion and writing. This class is less about “sitting and soaking” and more about interaction and production.

University requirements for an advanced writing course

Student Learning Outcomes

- Identify and pursue sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation that are appropriate to the discipline
- Develop competence in information technology and digital literacy

Instructor Requirements

- Require each student to individually compose at least 20 pages of writing for assessment over the course of the semester. At least thirteen of these 20 pages should be new, previously unsubmitted content rather than revised work
- Base a significant portion (at least 50% of a 3 credit course or equivalent hours) of the course grade on student performance on written assignments
- Incorporate information literacy into learning outcomes, instruction, and assignments

Assistance from the Writing Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter or call 243-2266.

In addition, we will be using much of the Writing Center material in the class, as well as some photocopied portions of some books I have and other sources. Those will be available on a separate section of Moodle (16). Those are the ones to which I will be referring in class, but I urge you to go to the Writing Center website where you can find many more.
II. Assignments and Assessment

All the assignments are on Moodle, and you will submit your work there. You will find the assignments in a separate section (17).

Your final grade in the class will be determined by your performance in the following areas:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Discussion</td>
<td>40</td>
</tr>
<tr>
<td>Short essays &amp; assignments, varying pts</td>
<td>60</td>
</tr>
<tr>
<td>Peer review exercise</td>
<td>10</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>20     (Due Week Y)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50     (Due Wednesday Finals Week)</td>
</tr>
</tbody>
</table>

Total Points: 200

We will use the +/- system for grading, with the following as the breakdown for grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>B+</td>
<td>78-79.9%</td>
<td>C+</td>
<td>68-69.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91.9%</td>
<td>B</td>
<td>72-77.9%</td>
<td>C</td>
<td>62-67.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>70-71.9%</td>
<td>C-</td>
<td>60-61.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>&lt; 60% F</td>
</tr>
</tbody>
</table>

Reading

Active and useful discussions require that you have done the assigned reading. If you run short of time, at least please skim the materials so you have a rough familiarity with the contents.

Various materials on Moodle.

Housekeeping

**Disabilities:** Please let me know if you have any sort of disability or language difficulties that would hinder your performance on any of your other assignments.

**Office Hours:** Please make generous use of office hours.

**Moodle:** Updated syllabi, required readings and supplemental materials will be available on Moodle.

**Missed classes, late assignments:** Attendance is required. Missing more than two classes without an adequate reason will result in a lower grade. Late assignments will be assessed a grade penalty, depending upon how late they are. Your score on the assignment slips a whole grade for every 3 days it is late. Late final papers will lose a grade for each day they are late.

**Drop deadlines:** January 31 is the last day to drop by Cyberbear without fee, and April 2 is the deadline to drop (W) classes with instructor and advisor approval. Classes may be dropped by petition (WP/WF) and grading option changed until end of workday April 26.

**Incompletes:** I will grant incompletes for an inability to take one or more of the exams, but keep in mind that they must be cleared within one year, or your grade will reflect a zero on missed exams.

**Plagiarism and other problems:** Please see the Student Conduct Code http://www.umt.edu/student-affairs/dean-of-students/Student%20Conduct%20Code%20-%20FINAL%20-%208-24-18.pdf Section V(A). It is expected that students will treat one another with respect. I will call upon the Dean of Students to assist with any student conduct problems.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction Private/Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Justice</td>
<td>SI: Chapter 1 Williams (M)</td>
<td>200-350 words on a “private trouble” (5 pts) Due January 20 on Moodle</td>
</tr>
<tr>
<td>3</td>
<td>Power</td>
<td>SI: Chapters 2 (§§3-5), 4 (§§3-6), 5. Lukes (M): Ch 1</td>
<td>350-500 words on “Gilded Lilies” (10 pts) Due January 27 on Moodle</td>
</tr>
<tr>
<td>4</td>
<td>Power/Justice/Belonging</td>
<td>SI: Chapters 7, 8 Lister (M)</td>
<td>Internet Sources (5 pts) Due February 3 on Moodle</td>
</tr>
<tr>
<td>5</td>
<td>Immigration/Asylum and Knowledge</td>
<td>SI: Chapter 9 Herman &amp; Chomsky (M) Council on Foreign Relations (M)</td>
<td>Problem Statement (5 pts) Due February 13 in class on paper</td>
</tr>
<tr>
<td>6</td>
<td>Poverty &amp; Neoliberalism</td>
<td>Edin &amp; Shaeffer (M): Ch 1</td>
<td>Problem Statement (10 pts) Due February 17 on Moodle</td>
</tr>
<tr>
<td>7</td>
<td>Class Choice—See Syllabus</td>
<td>Tba</td>
<td>5 Scholarly (Peer Reviewed) Articles (5 pts) Due February 24 on Moodle</td>
</tr>
<tr>
<td>8</td>
<td>Class Choice—See Syllabus</td>
<td>Tba</td>
<td>Annotated Bibliographies of scholarly articles (20 pts) Due March 3 on Moodle</td>
</tr>
<tr>
<td>9</td>
<td>Class Choice—See Syllabus</td>
<td>Tba</td>
<td>Internet Sources II (10 pts) Due March 10 on Moodle</td>
</tr>
<tr>
<td>10</td>
<td>Class Choice—See Syllabus</td>
<td>Tba</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students as Teachers I</td>
<td></td>
<td>First Rough Draft</td>
</tr>
<tr>
<td>13</td>
<td>Students as Teachers II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Students as Teachers III</td>
<td></td>
<td>Second Rough (opt)</td>
</tr>
<tr>
<td>15</td>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td></td>
<td>Final Paper due on Moodle May 2 5:20 p.m.</td>
</tr>
</tbody>
</table>