Social Science Scholars Freshman Seminar

**Fall 2021 – PSY292**



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**Dr. John Waller**

**Understanding Social Structures: Perspectives from the Past**

**Social Science Scholars Freshman Seminar**

**PSY292: Understanding Social Structures: Perspectives from the Past**

**Fall Semester, 2021: Class Times: Mondays and Wednesdays 3:00pm to 4:50pm**

### Instructors:

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Class Website: [www.D2L.MSU.edu](about:blank).

**Introduction**

PSY292 is the first in a three-part course sequence designed to give you the tools to better understand your present and to anticipate some of the challenges and opportunities of the future. The idea is that by examining the past, which is the single most important data-set on human behavior, you will begin to see patterns in the nature of our social interactions which we can use to explain key aspects of the present and project into the future. Naturally, we need to be careful here, and one of the themes of this course is that the past really is often a very, very different “country.” Nevertheless, from earlier periods we can learn more about what tends to motivate us, the possibilities for how we treat one another, and the broader factors which determine the nature of economic and political systems. The course has been designed so that knowledge is gained cumulatively such that in a year or so, you will be able to read accounts of world events with an ability to make more realistic assessments of what is possible. In short, you’re on an intellectual journey to gain a better comprehension of what makes people ‘tick’. These freshman seminars are also designed to: (a) illustrate the importance of basing opinions and policies on properly collected data and logically derived conclusions and (b) help you to understand if we are condemned to repeat the errors of the past.

In addition, PSY292 focuses on developing critical thinking, research proficiency, and writing skills so that you can better understand and critique the emergence and history of theories, concepts, and methods and examine alternative perspectives and ideologies explaining how humans interact with the social and natural worlds. Drawing upon a historical perspective, this class introduces key concepts, theories, research methods, and research findings and trends associated with the social structures experienced ***in the past*** in the United States. We will explore, describe, and explain ***past*** causes***,*** content***,*** and consequences of social structure at both micro***- (***individual) and macro- (structural).

**Course Objectives:**

* You will learn practices of scholarly inquiry, critical thinking, and ways of knowing to access, analyze, and assess information and material to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions (*assessed through commentary on assigned readings, weekly writing assignments, self-reflections, discussion board contributions, research paper prospectus*).
* You will comparatively understand the cultural, socioeconomic, and racial diversity of inequality.

(*assessed vis Discussion Boards, Self-Reflections, Writing Assignments, Research Prospectus).*

* As members and participants in local, regional, and national communities with the capacity to lead in an increasingly interdependent world, you will know how the structures of local, regional, and national inequality emerged, operated, and interacted (*assessed through engagement with local, regional, and national guest speakers, contributions to discussion boards, field trips, writing assignments, Research Prospectus).*
* You will gain multidisciplinary knowledge and skills to make informed decisions that reflect humane social values. You will learn to appraisevaluejudgements, solve problems, answer questions, and generate new understandings of social inequality **(***assessed through Writing Assignments, Discussion Boards, Research Prospectus).*

Students will fulfill these objectives by:

* Reading the assigned core books, and associated/supplementary materials
* Completing ten writing assignments
* Actively participating in whole-class and small-group discussions
* Submitting a 1500-word research prospectus (due 12/17/2021)

**Course Site:**

PSY292 content will be delivered through seminar presentations and through the MSU’s web-based content management provider D2L. Desire2Learn, or D2L, is an integrated learning platform designed to create a single place online for instructors and students to interact, either for a completely online course or as a supplement to a face-to-face course. Access D2L at [https://D2L.MSU.edu](about:blank). For D2L technical assistance call the MSU helpline at (844) 678-6200 or (517) 432-6200. Help is available 24 hours a day, 7 days a week.

**Course Technology Requirements:**

Internet access is necessary to view multi-media content, for uploading assignments, downloading course content etc. If you miss discussion board posts, online content assignments, assignment submission deadlines etc. because of internet connectivity problems, there will be no extensions and late work will not be accepted.

**Course Structure:**

* PSY292 will be delivered through hybrid, in-person, synchronous, and asynchronous modalities. As MSU’s ongoing Covid19 policies and procedures permit, we will be available for on-to-one and small group (< 5 students) discussions. Interaction, instruction, and content delivery will be through conventional seminars, synchronous seminars (via zoom), and asynchronous content available via MSU’s D2L content management platform:
  + Synchronous online teaching is where the instructor is present at the same time as the students. Synchronous online learning is delivered via online learning, through the use of video conferencing and live chat, instant messaging etc. **PSY292 will meet synchronously via zoom on Mondays and Wednesdays at 3:00pm**. As with face-to-face environment, students and instructors in a synchronous online environment can ask questions in real time. Everyone needs to be online together, if you miss a class you will miss the real time interactions between us. Our synchronous learning may feature live online lessons, group chats, small group discussions, guest lecturer presentations etc.
  + Asynchronous online teaching is where teaching materials are posted online, and learners read and master these materials in their own time, communicating with each other and the instructors via discussion boards or forums, and email. Asynchronous materials for PSY292 will include a variety of media, including (but not limited to) written text (articles, book chapters etc.), audio and video clips. Asynchronously, you can work at your own pace and at times of day which are convenient for you. There will be deadlines for work to be submitted.
* PSY292’s ‘blended’ approach is designed to bring together the advantages of in-person seminars, and synchronous and asynchronous online content delivery. Collaboration between students, and between students, the Teaching Assistant, and the professors is critical to the success of in-person seminars, synchronous and asynchronous content delivery ... to create a sense of connection between all participants and to build a sense of community and shared purpose. Collaboration in a synchronous environment can be achieved in much the same way as in a face-to face-classroom, with discussions and group tasks. In the asynchronous environment, collaboration can be trickier but is still very important in reducing the sense of isolation learners may feel when working online. Discussions and group tasks can work just as well asynchronously as synchronously. Because of the lack of time constraints, you can spend time composing a quality response when contributing to an asynchronous online discussion.
* **Synchronous communication will be through zoom.** **Go to** [**https://msu.zoom.us**](about:blank) **to log in using your MSU NetID/password to download zoom.** Click on “Getting Started with Meeting” to learn more.
* **Course content will be delivered online through the D2L course management system. Go to** [**https://D2L.MSU.edu**](about:blank) **to log in using your MSU NetID/password.** Use the Help menu to learn more.
* The [https://D2L.MSU.edu](about:blank) web site will be where you access online lessons, course materials, additional resources, and where assignments will be posted.
* PSY292 is built on a weekly framework. Course materials will become available at 12:00am Eastern time (EST) each Monday. Once posted, course materials will remain available all semester.
* Assignments may be completed any time during the week they are due. All required submissions must be posted to the appropriate D2L folder no later than 11:59pm (EST) on their due dates.
* Office hours and one-to-one discussions will occur through pre-arranged in-person meetings, zoom, skype, facetime, telephone appointments.

**Technical Assistance:**

To learn more about synchronous and asynchronous online learning at MSU and for technical assistance at any time during this course or to report a problem you can:

* Visit the [MSU Guide to Remote Access](about:blank)
* Visit the [MSU Online Learning Platforms](about:blank)
* Visit the [Distance Learning Support Site](about:blank)
* Visit the [Desire2Learn Help Site](about:blank)
* Visit the [MSU Zoom Help Page](about:blank)
* Visit the [Zoom Help Page](about:blank)
* Call the MSU D2L help line (available 24/7) at (844) 678-6200 or (517) 432-6200
* The student D2L training course, **Students - Getting Started with D2L**, contains video tutorials covering the most commonly used aspects of the D2L Learning Environment as well as success tips and practice activities to complete. Each module is broken into topics designed to help students become proficient with the basics of taking an online course in D2L. A certificate of completion is earned after meeting the minimum criteria. This free training is a valuable learning resource for students. For convenience, you can now self-enroll or unenroll from the course by using the following link: [Students - Getting Started with D2L Self-enrollment Page](about:blank)

**Required Reading:** The following books are required reading for this class.

***The Craft of Research****,* (4th edition) Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, William Fitzgerald, Joseph Bizup. Chicago, 2016.

*The Craft of Research* is a guide to researching, structuring, organizing, writing, and documenting *any* topic of interest. It is about more than the mechanics of fact gathering: it's a unique introduction to doing research effectively. Clearly written and easy to use, it teaches the skills that are essential to the success of any research project. It is important that you develop good research skills during your time as a Social Science Scholar. While you will read and we will discuss this book very early in the semester, the research skills and techniques described and discussed in the book will be important to your successful completion of all the required assignments throughout the semester and beyond.

***Just Plain Data Analysis*** (2nd edition) Gary M. Klass. Rowman & Littlefield, 2012

This book explores and explains how to find, interpret, and present commonly used quantitative social indicators in a clear and practical way. It develops a framework for evaluating, and developing arguments relying on social indicator data and discusses where to find commonly used measures of political and social conditions; how to assess the reliability and validity of specific indicators; how to present data efficiently in charts and tables; how to avoid common misinterpretations and misrepresentations of data; and how to evaluate causal arguments based on numerical data.

***The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit***, Thomas J. Sugrue. Princeton, 2005.

Once America's "arsenal of democracy, " Detroit has become the symbol of the American urban crisis. In this definitive reappraisal of America's dilemma of racial and economic inequality, Thomas Sugrue explores and explains why Detroit and other industrial cities have become the sites of persistent racialized poverty.

Additional readings and materials will be made available through the PSY292 D2L web site.

**Assessment:**

**Three** assessments will ensure that you are keeping up with the material and have plenty of opportunity to improve as the course proceeds. Remember that Drs. McCauley, Mullan, and Waller are available for writing help - as is the writing center on campus.

1. **Participation**: (a) You are expected to contribute regularly to class discussion and debate; this seminar class cannot function without your eager involvement. As not everyone enjoys speaking in groups and some people take some time to ‘warm up’, we’ll endeavor to create an environment in which everyone feels comfortable: this means that the class must be supportive, respectful and open-minded. (b) Most weeks there will be a formal **class activity** based on the readings which will require everyone to work in a small group to discuss a question and then present to the rest of the class. The grade will be determined according to the group’s familiarity with the readings and the quality and clarity of the presentation. **Points will be deducted for behaviors that undermine the collegial environment of the class**. Participation constitutes **25%** of semester grade.
2. **Friday papers**. TEN 500-750 word writing assignments (double-spaced, one-inch margins) will be assigned, one each Monday during Zoom or in-person class. Assignments must be submitted the following Friday. Every Friday before midnight you must upload to D2L **a 500-750-word** paper on a question that draws on the readings and seminar discussions. The essay assignments are listed in the syllabus below. These essays constitute **60%** of semester grade (we’ll drop your lowest two scores but all papers need to be completed). **As much as is possible you should cite earlier readings: the course has been designed so that each section builds on the preceding ones**.
3. **Research paper prospectus.** A 1,500-word statement of your planned research project. To be uploaded to D2L by midnight on the Friday of exam week (12/18/2020). **15%** of semester grade. Check D2L for more information on this assignment and it will be discussed in zoom class during the semester.

In writing your essays keep the following criteria in mind:

* Have the readings been fully understood?
* Does the paper cover all the main themes?
* Is it sufficiently well-organized that an intelligent stranger would know what it’s about and learn something useful from it?
* Is it interesting?
* Is it properly referenced? Has it been adequately proof read? Is there a bibliography?

Papers without referencing and bibliography **will not be graded** and will be graded as late when resubmitted.

At the end of each semester your performance in the program will be summarized and evaluated by Dr. Mullan and Jenn Arbogast. This evaluation will highlight areas in which you are performing to the required level or above and areas that require your attention. In extreme cases (please see handbook), this evaluation may result in your being placed on probation.

**Guidance on writing your weekly papers**

**Read and read again**. The most fundamental requirement of writing a good paper is to have done the readings very carefully. Before you begin to type, make sure that you understand the entire arc of the chapter or article. It’s not enough to pick out a few sections that you find interesting or relevant. Articles and book chapters are usually coherent wholes that need to be read and understood as such. If you don’t “get” the entire article, read it again. This isn’t always enjoyable (!), but it gets much, much easier with practice.

**Think till your head feels like it’s going to burst**. A lot is being asked of you in this course because you are expected to grasp a separate topic or topics each week. You need to endure the mental strain involved in making sense of sometimes dense material. It’s amazing how clear arguments can become once you’ve agonized over their meaning for long enough. Some advice: talk as much as you can with your fellow Scholars – and others – about what you’re reading. Talking about an article is usually a lot more efficient a way to comprehend it than just thinking to yourself.

**Think of your paper, when you’re ready to write, as a judicial summing up**. So your primary goals are (a) to be highly rational and (b) to be wholly unambiguous in your prose. There is some art involved in conveying important and difficult ideas in just a page or so, but it’s mostly a matter of forcing yourself to stick doggedly to the main points and editing (viciously!) for clarity.

**Hit the deck running**. Make sure your first sentence sums up everything you’re going to say. Never start with broad, imprecise statements or clichés. Telling the reader what they’re going to be reading is much more powerful than wordy scene-setting. It is also courteous and more persuasive – you wouldn’t read a newspaper article which meandered for a few paragraphs before getting to the point.

**Back up EVERY point you make with evidence**. You wouldn’t hire a defense attorney who rambled on abstractly while ignoring the fact that someone else’s fingerprints were on the gun. So, to repeat, when writing essays make sure that EVERY point you make is backed up with a decent piece of evidence.

**Keep the language simple and direct**. Avoid over-writing, simply and directly just say what you want to say.

**DON’T SPLURGE!**If you’re not certain that the point you’re making is directly relevant, delete it.

**Use proper footnotes or endnotes**.

Use the following guidelines for citing your work for all of your papers as part of the Social Science Scholars Program:[**Http://www.chicagomanualofstyle.org/tools\_citationguide.html**](Http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Lateness policy**

**10%** of the paper grade will be automatically deducted if the paper is late and then another **5%** will be deducted for each additional late day. After midnight, it will be counted as late. **You cannot receive a final grade unless all TWELVE papers have been submitted**.

**Be prompt in all things Scholars related!**

Up to **5%** of the final grade will be deducted for failure to respond promptly to emails requests.

**Semester Schedule**

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| **DATE** | **CLASS CONTENT/ACTIVITY** | **READINGS** |
| Sunday August 15 to Sunday August 29 | **Six, short late summer readings to prepare for the semester (available on D2l and distributed via direct email)** | * *Bad Science: Quacks, Hacks, and Big Pharma Flacks* (Chs. 3 & 10) Ben Goldacre. * “Why Most Published Research Findings are False.” John Ionnidis, *PLOS Medicine* (August 30, 2005). * “Are People Stupid? Knowledge Is the Antidote to Fear.” Gerd Gigerenzer, Pp. 1-16 in *Risk Savvy: How to Make Good Decisions* Viking Press, 2014). * *Thinking Fast and Slow*, Pp. 19-30 Daniel Kahneman. (Farrar, Strauss and Giroux, 2014). * Ta-Nehisi Coates, ‘The Case for Reparations,’ *The Atlantic*. Available online. * “White Working Class: Overcoming Class Cluelessness in America,” Joan C. Williams. Harvard Business review Press. (Chapters 1,2,3, 8, & 9)   These readings are available on the PSY292 D2L web site and have been sent to you directly via email on Saturday August 14. The Coates article can also be accessed through Google. |
| Sunday  August 29 | **Social Science Scholars Service Learning Project. Meet at BH. Transport has been prearranged.** |  |
| September 1st until December 12th  MSU Broad Art Museum | Per(Sister): Incarcerated Women of the United States<https://broadmuseum.msu.edu/exhibitions/persister> | The United States has the highest incarceration rate in the world. Furthermore, in the last 40 years the incarceration of girls and women has grown by 834% according to the Prison Policy Initiative.  Per(Sister): Incarcerated Women of the United States explores the root causes of mass incarceration in the US through art inspired by the interviews of thirty formerly incarcerated women of Louisiana—the state known as the “Prison Capital of the World.” |
| Wednesday, 1st  3:00pm to 4:50pm | **Getting to know the Scholars Program, its faculty, and the course.**  Dr. Heather McCauley  Dr. Brendan Mullan  McKayla Sluga  Dr. John Waller | Faculty introductions, academic interests and ongoing projects. Discussion of the syllabus, expectations, aims, supports, and class policies.  **It is important that we begin to establish strong bonds and create group “chemistry.” The Social Science Scholars program depends on an atmosphere**  **of mutual respect and we as humans tend to form arbitrary subgroups defined by the exclusion of others. We must not insulate ourselves in subgroups. Our program seeks to establish lifelong friendships, now is the time to begin.** |
| Monday,  September 6th  3:00pm to 4:50pm |  | **LABOR DAY – NO CLASSES**  An interesting holiday which was secured by trade unions when they had far more bargaining power than they have now. There’s a telling story to be told in the fact that it has become, to a large extent, a day for furious shopping which requires many thousands of store employees to go to work. The morality of the situation is up for debate, but it’s striking how far the day has deviated from initial expectations. |
| Wednesday,  September 8th  3:00pm to 4:50pm | **Why we make mistakes and how we can correct for them**  **Part 1 - Reason, Error and Evolution (Dr. Waller)** | In these two sessions we’ll examine the various ways in which humans do and do not make rational appraisals of reality. Clearly, we’re a pretty smart kind of critter (compared to all other organisms), but our capacity to draw balanced, evidence-based conclusions is severely compromised. To a large extent I think we can ascribe this to the limitations of a brain which evolved from the more primitive thinking-organs of our common ancestor with chimpanzees and gorillas. So, we’ll think about how the demands of evolutionary survival among our forebears around 250,000 years ago shaped the workings and aptitudes of our brains. In particular, we’ll talk about basic brain anatomy, the environment of evolutionary adaptation, the importance of groups to our survival, and the kinds of situation which our brains evolved to understand and cope with. This first class will focus on the structure of the brain and how this affects feeling, cognition, motivation, and consciousness.  **Reading**: Lecture note to be provided after class. JW – I will typically provide lecture notes by way of reading so that you don’t need to take notes in class. These should be read before the lecture and then the class will enable you to get fully on top of the material. |
| Monday,  September 13th  3:00pm to 4:50pm | **Why we make mistakes and how we can correct for them**  **Part 2: Reason, Error and Evolution (Dr. Waller)** | In this session we’ll focus on how the need to be integrated into social groups, an evolutionary necessity for our species’ survival, has affected our motives, cognitive capacities, urges, desires, ambitions and susceptibility to conformism.  **Reading**: Lecture notes to be provided.  **Assignment 1**: due on D2L by midnight on Friday 9/17: What are some of the reasons why people consistently adhere to false beliefs about the world? **500-750 words.** |
| Wednesday, September 15th  3:00pm to 4:50pm | **Why we make mistakes and how we can correct them**  **Part 3: Introduction to sources of empirical evidence (Census Data, General Social Survey Data etc.) Dr. Mullan** | “Failed Forensics: How Forensic Science Lost Its Way and How It Might Yet Find It,” Michael Saks and David L. Faigman, *Annu. Rev. Law Soc. Sci. 2008. 4:149-71.* Available on D2LWebster, D. W. et al., “Effects of the Repeal of Missouri’s Handgun Purchaser Licensing Law on Homicides.” Available on D2L |
| Monday,  September 20th  3:00pm to 4:50pm | **Why we make mistakes and how we can correct them** **(Dr. Mullan)**  **Part 4: Cognitive Error.** | How difficult is it to change minds Even with the highest quality data? Can reason prevail over prejudice, emotion, and intellectual laziness?  **Brendan Nyhan** (Guest Speaker?)  “When Beliefs and Facts Collide,” *NY Times*, 07/05/14. Brendan Nyhan. Available on D2L  “Taking Corrections Literally But Not Seriously? The Effect of Information on Factual Beliefs and Candidate Favorability,”  Brendan Nyhan et al. *Political* *Behavior*, 2019. Available on D2L  “Effective Messages in Vaccine Promotion: A Randomized Trial.” Brendan Nyhan et al. *Pediatrics* 133 (April 2014). Available on D2L  **Assignment 2:** due by midnight on Friday 9/24:  How have Social Scientists studied the relationship between gun ownership and the incidence of fatal crime and/or accidents? Consider: Why is this so difficult research to conduct? Why are claims based on intuition unreliable? How have researchers gathered reliable data? What are the policy implications of the research? **500-750 words**. |
| Wednesday,  September 22nd  3:00pm to 4:50pm | **Social dynamics with reference to Detroit** **(Dr. Mullan)** | Thomas Sugrue *The Origins of* *the Urban Crisis*, Pp. 3-90 |
| Monday,  September 27th  3:00pm to 4:50pm | **Social dynamics with reference to Detroit** **(Dr. Mullan)** | Thomas Sugrue *The Origins of* *the Urban Crisis*, pp. 91-178.  **Assignment 3:** due by midnight on Friday 10/01: Sugrue emphasizes the multi-causal nature of historical developments in Detroit. Identify four (4) of the main factors interacted to affect the experiences of African Americans in Detroit in the 1940s. **500-750words**. |
| Wednesday,  September 29th  3:00pm to 4:50pm | **Social dynamics with reference to Detroit (Dr. Mullan)** | Thomas Sugrue *The Origins of* *the Urban Crisis*, Pp. 179-258.  June M. Thomas, *Redevelopment* *and Race: Planning a Finer City in Postwar Detroit.* |
| Monday,  October 4th  3:00pm to 4:50pm | **Social dynamics with reference to Detroit** **(Dr. Mullan)**  Career Services Presentation  Note: Field trip to Detroit week-end of October 9-10. | Thomas Sugrue *The Origins of* *the Urban Crisis*, pp. 259-279.  **Assignment 4**: due by midnight on Friday 10/08: What were the major obstacles to the successful redevelopment of Detroit in the decades after the’67 riots? **500-750 words.** |
| Wednesday,  October 6th  3:00pm to 4:50pm | Grand theories of human behavior **(Dr Waller)**  **Part 1: Rival theories of human action (Dr. Waller)** | Academics and policy analysts disagree as much as anyone else on a swathe of fundamental questions: Are human basically selfish? Is there such a thing as human nature? Could an egalitarian system like communism ever actually work? Are people only motivated by the pursuit of money? Is true altruism possible? Do certain ideologies make us better or just allow us to rationalize out self-interest? You get the idea … In this section we’re going to explore some of the rival theories associated with a few well-known philosophers and scientists. We begin with some Greek philosophy, move on to contrasting theologies, then switch to modern sociology and a couple of very different flavors of psychology. **Buckle up because we’re going to cover a lot of ground**.  **Reading: lecture notes.** |
| Monday,  October 11th  3:00pm to 4:50pm | **Grand theories of human behavior** (**Dr Waller): Part 2**  Wellness Guest Presentation I | This is a shorter class, but we’ll have time to consider a specific example of where competing theories of human behavior clash. We’ll consider the rise and triumph of patriarchy.  **Reading: lecture notes.**  Assignment 5 due by midnight on Friday 10/15 **500-750 words. Why do you think people disagree so much on the nature of human nature?** |
| Wednesday,  October 13th  3:00pm to 4:50pm | **Deep history and the rise of inequality and social complexity (Dr. Waller)**  **Emergence of inequality and social complexity** |  |
| Monday,  October 18th  3:00pm to 4:50pm | Demography and history. Demographic Transition in the 19th and 20th centuries. Thomas Malthus.  **Dr. Mullan**  Wellness Guest Presentation II | Selected readings available on D2L.  Assignment 6 due by midnight on Friday 10/22 **500-750 words.** |
| Wednesday,  October 20th  3:00pm to 4:50pm | Deep history and the rise of inequality and social complexity  **(Dr Waller)**  Agricultural revolution  Wellness Guest Presentation II |  |
| **Monday, October 25th**  **NO CLASSES =- FALL BREAK**  Wednesday,  October 27th  3:00pm to 4:50pm | ????? |  |
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| Monday,  November 1st | Explaining the emergence of democracy and dictatorship **(Dr. Waller)** | JW  Assignment 7 due by midnight on Friday 11/5 **500-750 words.** |
| Wednesday,  November 3rd | Disease and history: effects of pandemics **(Dr. Waller)** | JW – focus on Black Death. |
| Monday,  November 8th  3:00pm-4:50pm | Disease and history:  Evolution of theories in public health and epidemiology  **(Dr. McCauley)**  How do we understand patterns of disease at the population level? Our explanations have changed over time alongside shifting political and social forces. | **Reading:** Krieger, N. (2001). Theories for social epidemiology in the 21st century: an ecosocial perspective. *International Journal of Epidemiology.* 30: 668-677.  Assignment 8 due by midnight on Friday 11/12: How can theory help us make public health decisions? **500-750 words.** |
| Wednesday,  November 10th | Inequality and the modern age  Them-and-Us: slavery **(Dr Waller)** |  |
| Monday,  November 15th | Inequality and the modern age  Them-and-Us: The Holocaust **(Dr. Waller)** | Assignment 8 due by midnight on Friday 11/19 **500-750 words.** |
| Wednesday,  November 17th | Inequality and the modern age Them-and-US: gender and/or sexuality **(Dr. McCauley)**  LGBTQ history shapes modern political discourse, but this cannot be understood without recognizing intersections with race and class. | **Reading:** Brier J. (2006). “Save Our Kids, Keep AIDS Out”: Anti-AIDS Activism and the Legacy of Community Control in Queens, New York. *Journal of Social History, 39*(4), 965-987. |
| Monday,  November 22nd | Inequality and the modern age Them-and-US: Social class from Marx and Weber to Dahrendorf, Bourdieu, and Lenski. **(Dr. Mullan)** | Selected readings available on D2L |
| Wednesday,  November 24th – Usually class is cancelled for Thanksgiving. |  |  |
| Monday,  November 29th | **Research (Dr. Mullan)**  Research: Asking Questions, Finding Answers. **Research Ethics**  Research prospectus preparation | *Craft of Research*, Chs. 1-6.  Senior Scholars presentation  Assignment 9 due by midnight on Friday 12/3 **500-750 words.** |
| Wednesday,  December 1st | **Research (Dr. Mullan)**  **​​**Research: Making an Argument.  Research prospectus preparation | *Craft of Research,* Chs. 7-11  Senior Scholars presentation |
| Monday,  December 6th | **Research (Dr. Mullan)**  Research: Writing Your Argument.  Research prospectus preparation | *Craft of Research.* Chs. 12-17  Assignment 10 due by midnight on Friday 12/10 **500-750 words.** |
| **Wednesday,**  **December 8th**  **LAST DAY OF CLASS** | **Guest Presentation: Dr. Felipe Lopez-Sustaita,** Michigan Hispanic/Latino Commission. | Discussion and reflections on the Migrant Worker Experience in Michigan and the Midwest.  Discussion of implementation strategy for the Social Science Scholars’’ annual Christmas fund raising initiative for The College of Social Science custodial staff. |
| **FINALS, December 13TH-17TH** | **FRIDAY December 17th** | RESEARCH PROSPECTUS DUE BY 12:00 midnight. |

**BASIC RULES**

**PLAGIARISM WILL BE TAKEN VERY SERIOUSLY**. If you violate the honor code (available online and see below) you will fail the paper or, more likely, the course. Remember: if you refer to an idea that is not part of general knowledge in the field, then cite the author. If you use text from any source it must be bounded by speech marks and properly referenced with NAME, TITLE OF BOOK OR ARTICLE, PUBLISHER AND PAGE NUMBERS. **Failing to reference properly is not advised**. Please use the following guidelines for citing your work for all of your papers as part of the Social Science Scholars Program: (see <https://www.chicagomanualofstyle.org/tools_citationguide.html> style manual).

**AVOID USING THE INTERNET unless it’s JSTOR, Google Books or Scholar, Web of Science, or PubMed.** WIKIPEDIA, for example, is simply not reliable enough. Given that there are excellent peer-reviewed online resources plus [MSU’s very good university library](about:blank), it’s unacceptably lazy and sloppy to use such sites except for checking basic names and dates. Use of inappropriate web resources may lead to a lower grade or a refusal on my part to grade the paper until properly researched. Please use the university’s main library or journals. Published articles and books may well err, but they have normally gone through a much more rigorous process of peer review than anything on the web. If you cannot get hold of a book from the library, check with me since I may have a copy to lend. **To repeat: using non-peer-reviewed web sites will in all likelihood lead to a lower grade or a refusal on my part to grade it**.

**EDIT PROPERLY:** Bad grammar, sloppy editing, and incoherency will seriously affect the grade. If you don’t know when to use ‘they’re’ or ‘their’, ‘its’ or ‘it’s’, and so on, ask me or look it up. Before handing in a paper it needs to pass through several drafts, with errors, inconsistencies and unclear passages being eliminated at each stage. Nobody takes seriously writing that’s riddled with ungrammatical sentences. If you need help, you just need to ask me or Jenn.

**ATTENDANCE POLICY:** You must provide Jenn Arbogast email ([JennArbo@MSU.edu](about:blank)) **BEFORE** class with a satisfactory reason for any absences from the M/W 3:00pm zoom classes. If you do not, 1% will be deducted from your final grade for each class missed. Remember, you must attend 90% of the seminars in order to retain your place in the program.

**Spartan Code of Honor**

MSU student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) launched the Spartan Code of Honor academic pledge, focused on valuing academic integrity and honest work ethics at MSU.

***“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”***

The Spartan Code of Honor academic pledge embodies the principles of integrity that every Spartan is required to uphold in their time as a student, and beyond. The academic pledge was crafted with inspiration from existing individual college honor codes to establish an overarching statement for the entire university. It was adopted by ASMSU on March 3, 2016, endorsed by Academic Governance on March 22, 2016, and recognized by the Provost, President, and Board of Trustees on April 15, 2016.

Student conduct that is inconsistent with the academic pledge is addressed through existing policies, regulations, and ordinances governing academic honesty and integrity: Integrity of Scholarship and Grades, Student Rights and Responsibilities, and General Student Regulations.

Please visit the website to learn more about the [Spartan Code of Honor](about:blank) academic pledge.

**Use of Electronic Devices**

The use of cell phones is **NOT** permitted in this class.

**Turnitin OriginalityCheck in D2L**

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool in D2L called Turnitin OriginalityCheck to compare student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

**Academic Integrity**

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The policies on academic honesty are specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-1-student-rights-and-responsibilities) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu/).)

You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty.

Please see <https://ombud.msu.edu/resources-self-help/academic-integrity> for further information regarding academic integrity at MSU and the academic dishonesty reporting system. Contact your instructor if you are unsure about the appropriateness of your course work.

**Limits to Confidentiality**

Essays, papers, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.  However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.  As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff.
* Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to communicate with you about the incident that you have shared.  In almost all cases, it will be your decision whether you wish to speak with that individual.  If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

**Disruptive Behavior**

Article 2.III.B.4 of the [Academic Freedom Report (AFR)](about:blank) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](about:blank) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](about:blank) states: "No Student shall obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

MSU is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. **Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.)**. Requests received after this date will be honored whenever possible. See the [Resource Center for Persons with Disabilities](https://www.rcpd.msu.edu/) (RCPD) or call (517) 353-9642.

**Student Resources**

The MSU [Learning Resource Center](https://education.msu.edu/resources/students/) provides resources and academic, intercultural, and health and wellness services to be a success at MSU.

The MSU English Language Center is located in the Office of International Student Services (oiss.isp.msu.edu) and provides language help and additional support as needed for International Students.

**Policy on Grief Absence**

MSU faculty and staff are sensitive to the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). Please familiarize yourself with the MSU Policy on Grief Absence.