

SOSC 16200: Global Society III (Research Practicum)

Spring 2022

Section 5: Tuesday/Thursday 14:00-15:20

Section 6: Tuesday/Thursday 15:30-16:50

Instructor: Jane McCamant

Office hours: Fridays 13:00-15:00 and other times arranged by email. ([Click here](#) to make a Friday-afternoon appointment.)

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### **Introduction**

This is the final course for the Global Society core sequence. Its primary goal is to help you transition from being a consumer of knowledge to being an active producer of knowledge, in other words, to give you a taste of conducting original social scientific research. Over the nine-week course, you will conduct a small research project within the broad subfield of global social thought. You will pick a substantive topic in keeping with the themes of the year (e.g. migration, race, religion, education, family/fertility, development, etc.) and use existing data (government datasets, archives, existing interview transcripts, institutional records, etc.) to develop your research, and ultimately report on your research in writing.

The course is made up of three primary categories of activities: (1) you will examine an example of global social science by reading substantial portions of Mara Loveman's *National Colors*, (2) you will learn about research methods through readings, discussions, and lectures, and (3) you will work on your own research project independently and in small workshop groups.

### **Course Elements**

#### Workshops and paper-building assignments

During first week I will put you in groups of 3-4 students based (loosely) on the topics, methods, and data sources you plan to use in your research projects. This will be your workshop group for the entire quarter. You are encouraged to work with your workshop groups outside of regular meeting times at your discretion, in person, on Zoom, or through the medium of your choice.

Over the quarter you will have frequent, short, ungraded writing assignments to help you make progress towards the final paper. These include both writing exercises to help you plan and structure your project and portions of the paper itself. These assignments will be the primary fodder of the workshops. I will not grade these assignments (indeed, I will probably not read them unless you ask me to); I will simply check that they exist and are submitted on-time. The

idea of the workshops is to have a space where you feel comfortable sharing half-baked ideas, very-rough drafts, and all the other raw materials of a work-in-progress.

### Readings

There are two kinds of reading you will do in this class: "Required Reading"—when everyone will read the same thing in advance of a class discussion—and "+1 Readings"—when you will read things to further your own research project. Most of the required readings will come from the Loveman and Abbott books, but will occasionally be supplemented with readings that will be available as PDFs on Canvas. Because of the additional reading you will do for your projects, I have kept each week's required reading to fifty pages or less. You should have already begun the process of identifying and locating readings that will be relevant for your own work; I am always available to help with this if you need it.

Every time "+1 Reading and Summary" appears in the week's Module, it means you are required to submit a [Reading Summary](#) (via Canvas) for one scholarly source related to your project. This reading and the accompanying summaries should be completed along with the required readings for that day, before the start of the first class of the week. All +1 reading summaries will be graded simply as complete or incomplete, but I may also provide comments, as needed.

### Individual meetings

Individual meetings with me (also known as Office Hours) are not required this quarter, but are strongly encouraged. It is my hope that by now you have all learned how useful such meetings can be, if only to assuage anxiety. Please do not hesitate to request a meeting with me.

### Final paper (30% of your grade)

More information about the final paper is available on the [Research Project page](#).

### Late work policy

I don't like to penalize people for late work. We are all human beings with complex lives beyond this course, which will inevitably interfere with our work for this course. I prefer, as much as possible, to treat you all as adults and to leave it to you to decide how important this course is to you, and how to manage its demands in relation to everything else that is happening in your life. I am not here to judge you for any of those decisions.

That being said, I received feedback from many people after the autumn quarter that they found the softness of that course's deadlines to be detrimental to their self-discipline. This quarter I am returning to a more traditional model where points will automatically be deducted for late work, in the hopes that this will provide a useful incentive for managing your time well. **Assignments will lose 5% if they are submitted after the deadline**, and an additional 5% for every additional day, with a floor at 80%. The floor is intended to soften this policy, and to encourage you to complete late assignments, even if they are very late, since all of the assignments for this course are building blocks of your own research project. I will be eager to hear your feedback on this policy (especially in comparison to the fall) at the end of the quarter.

I will continue be a softy when it comes to extensions, excuses, and extenuating circumstances, so please don't hesitate to reach out if something is going on. If you can tell me in advance that you will miss a meeting or an assignment that will be helpful to me, but you don't need to explain yourself. Times are hard. We're all adults. If you have to miss something, you have to miss it.

### A note on time-management and organization

This quarter will involve a lot of moving parts: readings to complete, classes to show up to, things to turn in to me (on Canvas), and things to turn in to your workshop groups (via Google Drive). And in the background of all of this you must make steady progress on your research projects. This will require dramatically more personal organization and time management than the autumn quarter.

With the exception of the first stock-taking report in Week 1, all written assignments you turn in to me and all readings are due first thing in the morning on Tuesdays. Draft material you produce for your workshop groups will always be due 24 hours before your workshop.

### Course Schedule

This document, and the schedule that follows, is meant to give you a sense of what to expect from the course, but it is tentative and will not be updated. Updates and more details will be available on Canvas. **Canvas is the official source of all course information.** The numbers in square brackets are page counts:

Week/dates	Reading	Written Assignments
1 29-31 Mar	Abbott Intro [15] and ch. 4 [27]	first stock-taking report
2 05-07 Apr	Abbott ch 3 [28], Booth ch 4 [14]	design document draft to workshop, +1 summary
3 12-14 Apr	read two example papers [~45]	first mini-analysis to workshop, +1 summary
4 19-21 Apr	Loveman Preface and ch 1 [45]	design document revision to workshop, +1 summary
5 26-28 Apr	Loveman ch 5 [38]	second mini-analysis to workshop, +1 summary
6 03-05 May	TBD	third mini-analysis to workshop, second stock-taking report, +1 summary
7 10-12 May	TBD	methods section draft to workshop
8 17-19 May	TBD	lit review section draft to workshop
9 24-26 May	Loveman ch 8 [25]	intro and conclusion draft to workshop