



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SOSC 3300:
Social Sciences Proseminar
Section 110 – CRN 11719
Spring 2022
Online using Canvas and WebEx



Dr. Jeffrey Dixon

Office: Heritage Hall 204R

Email: JeffreyDixon@tamuct.edu

Phone: (254) 501-5871 (email preferred)

Office Hours: Physical MTR 3:30-5:45 PM

Online (WebEx) Wed 4-6 PM

Course Description

(WI) Learn professional communication, advanced writing expectations, and ethics in professional writing in preparation to pursue advanced studies in the social sciences.

Course Overview

This course is intended to help you succeed in future courses in the social sciences. Primarily, this course will ensure that students are capable of writing for the social sciences. It is important for students to understand aspects of professional decorum in the social sciences, how to access on-campus resources, and to meet basic standards for writing and presentation styles in the social sciences. This course is essential for students to successfully demonstrate knowledge of basic sociological and criminal justice concepts, demonstrate their ability to research, and develop the skills needed to present in a professional environment. By the end of the course, you should be in a position to both critique disciplinary standards and also use them to generate scholarship in your discipline.

Student Learning Outcomes (SLOs)

After completing this course, students will be able to...

1. Communicate in a professional manner.
2. Evaluate the benefits and responsibilities of membership in professional organizations and associations.
3. Make appropriate use of on-campus resources, such as the University Writing Center, University Library, and Office of Professional Development.
4. Locate, evaluate, and use digital and library resources.
5. Determine the validity of information published by media or encountered on the Internet.
6. Identify the “paradigms” or the competing research programs and methodologies that characterize their chosen major fields.
7. Improve basic composition skills, including clarity and structure for formal writing in the social sciences.
8. Follow principles of academic ethics in professional writing.



9. Conduct and compose a review of social science literature.
10. Use and transmit foundational knowledge of acceptable format and citation styles (e.g., APA, ASA, and APSA).
11. Experience presenting in an academic environment.

SLOs 1 and 5 will be assessed using the Fact-Checking Exercises, SLOs 2,7 and 8 through in-class exercises, SLOs 3 and 6 using the Disciplinary Outline Exercise, SLO 4 through the Academic Scavenger Hunt, SLOs 7, 8 and 10 through all writing assignments, SLO 9 through the Sociopolitical Problem Essay, and SLO 11 through the final course presentation.

Modality

This is a 100% online course, which uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. **We strongly recommend the latest versions of either the Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Required Readings

The following books are required for this course. Be sure to acquire the correct edition of each textbook. Note that a student is under no obligation to purchase textbooks from the university bookstore. Other sources, including online retailers, may offer lower prices. Do pay careful attention to delivery dates so that you have each book on time.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed). ISBN: 9781433832161

American Sociological Association (2019). *American sociological association style guide* (6th ed). Washington D.C.: American Sociological Association. ISBN: 9780912764559

Burns, T. & Sinfield, S. (2016). *Essential study skills: The complete guide to success at university* (4th ed). London: Sage Publishing, Inc. ISBN: 9781473919020

Lester, M. & Beason, L. (2018). *The McGraw-Hill handbook of English grammar and usage* (3rd ed). McGraw-Hill Education. ISBN: 9781260121674

All other required course readings are available on Canvas under the Files tab.

Writing-Instructive Course Requirements

This is a writing-instructive course. That means that one objective of the course is to improve student writing. In concrete terms, all assignments for this course should be considered writing assignments as well as substantive ones. Your submissions should always be typed (although diagrams may be hand-drawn) and in the form of full sentences or paragraphs as appropriate. Grammar and spelling errors will reduce the credit you receive, even for otherwise correct answers. See Canvas for my pet grammatical peeves.

Of course, good writing requires more than correct spelling and grammar, and in longer pieces I'm looking for a thesis, for paragraphs to have topic sentences, and for well-cited and evidence-based argumentation. An argument is complete if it contains a claim (something you are trying to prove), evidence (properly-cited, of course), and an implied or express warrant (the evidence logically supports the claim). You must use a citation system which is standard in your major field or, if your major field is not one of the social sciences, one of the social sciences. You will select the system as part of your first assignment, and should inform me if you need to change it for future work in the course (i.e. if your major field should happen to change).

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are a Texas A&M-Central Texas student

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104). The library (in Warrior Hall) also has computers students can use.

Course Requirements and Grading

- Academic Integrity Exercise (required to pass): This consists of watching a brief lecture on Canvas, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in any of my future courses. If you have successfully completed this exercise in another one of my courses, then you do not need to complete it again in this course.

*****Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed when you hand in your first assignment.*****

- **Rubric: You will automatically fail the course if you do not complete the Academic Integrity Exercise**
- Fact-checking Exercises (10% - 4% for Exercise I and 6% for Exercise II): Students will assess alleged factual statements taken from a list of websites linked on Canvas (see the Pages tab).
 - For each of the linked sites, the student should type a brief summary, containing the following information:
 - What statement best summarizes the claims advanced by the linked site? (1 point each)
 - What types of evidence does the site use to support this statement? Examples might include research studies, polls and other statistics, statements of opinion or “naked claims,” analogies, interviews, and visual documentation (3 points each)
 - Trace the evidence provided for the statement and *search laterally* (as per Caulfield). Where does the evidence ultimately come from, and are these sources reliable? (4 points each)
 - What kind of political or other agendas might lie behind the website reporting the claim

and the ultimate source of the evidence for the claim? (4 points each)

- Is the claim correct? Specify how you know, emphasizing external evidence. (4 points each)
 - If yes: Is the claim incomplete or misleading? What is omitted but relevant to the discussion of the claim? (4 points each)
 - If no: What is the purpose of the false claim – or is it merely a mistake? (4 points each)
- Attach a complete, properly-formatted works cited page (APA, ASA, or APSA, depending on your major field) for the web pages themselves, the other pages and sources you used to fact-check their claims, and any other resources requiring citation in the text. (-10% if missing)
- Reading Analysis Exercise (10%): After reading the assigned material from Burns and Sinfield, do the following for Korsgaard (combining her two chapters into one reading) and again for the Lewandowsky, Cook, and Lloyd article:
 - Type a summary of about one or two paragraphs containing that reading’s thesis or theses, whether that thesis is normative or empirical, the kinds of evidence used by the author(s) to establish or evaluate their theses, and whether the theses are correct and why. These summaries should show engagement with each reading as a whole, rather than just the first pages or the abstract of a reading. They should therefore draw from throughout the assigned reading. The grade is 80% content-based, with the remaining 20% being based on writing quality. Each of the two readings counts equally.
- Levels of Scholarship Exercise (6%): This five-question quiz assesses your ability to distinguish primary, secondary, and tertiary academic sources. You will be presented with a citation and a brief excerpt from the cited work; you should then indicate the level of scholarship of the source (primary, secondary, tertiary). You have plenty of time, so feel free to use another browser tab to look up further information on any source that seems ambiguous to you. All sources and their excerpts are drawn from TAMUCT Library-accessible resources.
- Essays (4 brief ones): There are four essays of 2-4 double-spaced pages (not including title pages or works cited pages) – about 500-1000 words each – assigned in the course. Each essay should address the topic (defending an answer to it if the topic is a question) using a well-structured argument with a thesis statement (the core claim of the essay) and supporting evidence/warrants for that thesis. These do not require extra research beyond the assigned readings, but be sure to cite anything you use, whether it was assigned or not.
- Academic Scavenger Hunt (10%).
 - Overview: The research required for this Academic Scavenger Hunt and the paper in the course may seem intimidating. Luckily, there are a number of databases that can help you out. The following table simply organizes them by task –i.e. what are you looking for?
 - To access the non-public databases (i.e. most of them), look on the left-hand side of the TAMUCT Library home page (<http://tamuct.libguides.com/index>) and click either the database (if listed as one of the top five) or A-Z Databases and then pick the one you want to use.
 - If you are working from home you will need to use your myCT username and password (the same ones you use to access other resources such as email) to log in when prompted.

Purpose	Database	Notes
Find a peer-reviewed article more than a few years old	JSTOR	It’s often best to only check the relevant discipline’s box; of course, your topic will often involve more than one discipline.

Purpose	Database	Notes
Find a recent peer-reviewed article	Academic Search Complete	Be sure to check the “peer-reviewed” box.
Find information about an event or particular time in history	America: History and Life (US) or Historical Abstracts (Outside US)	You can select a particular time range to search.
Find information from or about scientific and medical journals, including impact factors.	Web of Science	Use the Core Collection for most purposes.
Find a specific article from a particular journal	eJournals	If we don’t have the journal for the year needed, try interlibrary loan. Articles are usually sent quickly (within a few days) as pdf files.
Find a news article from more than a month ago	Nexis Uni	Be sure to specify your date range. Remember to search a day before and a day after the event you’re looking for.
Find a recent news article	Google News (public)	Be sure to check the reliability of the source, since Google News includes blogs and such.
Find a law review article	Nexis Uni	Just be sure to use Advanced Search and check only the Law Reviews box.
Find a book	WarriorCat or WorldCat or Google Books (public)	If you find something good that we don’t have while using WorldCat or Google Books, interlibrary loan it. It takes 1-3 weeks for an ILL book to show up.
Find a statistic	Wolfram Alpha (public)	Example: I want to find US GDP growth in 2009.
Find a thesis or dissertation	Dissertations and Theses Global	While dissertations aren’t technically peer-reviewed, they can be used in the IRP.
If the above don’t generate what you need	WarriorQuest or Google Scholar	Warning: Tend to produce <u>lots</u> of results, but often finds things when other searches fail. You can narrow the search by date, etc.
If all else fails...	Office hours, JeffreyDixon@tamuct.edu , or “Chat with a Librarian”	You can always email me for help. There’s also a 24-hour “Chat with a Librarian” feature on the Research page of the TAMUCT library web site.

Instructions:

- A. In a brief paragraph, list your major field(s) of study and the standard citation system used in each of them. Then indicate which of those you will be using on this assignment and why you selected it over the alternatives, if any (10%).
- B. Answer the following questions with the best, most recent information you can find. Answers should be typed and in the form of full sentences or paragraphs with correct source citations using

the format you selected (10% each).

1. What was the first full sentence on the second page (numbered *p.10*) of the first full article in the first issue of *Sociometry*?
2. How did the global simulation GLOBUS (used chiefly in the 1980s) differ from earlier world simulations? Note that there is more than one model called GLOBUS out there; you are looking for the one used to forecast world politics over time.
3. What are the most recent available annual violent crime rates (per 100,000 people) for Chicago and Killeen?
4. What's something Donald Trump said in a speech on April 2, 2019 – and from where was he speaking?
5. Find a 2017-2022 peer-reviewed, *quantitative* (i.e. presenting some statistical analysis) journal article that claims that “racist resentment” or “racial resentment” increased the likelihood that whites voted for or currently support Donald Trump. How do the author or authors of the article *measure* the “racial resentment” variable? Include not only the range of the variable but also what determines where a person falls within that range.
6. Using the two Gallup polls measuring Franklin Delano Roosevelt’s job approval rating closest to Pearl Harbor, what was the net change in his approval rating after the attack (positive numbers mean an increase in approval and negative numbers mean a decrease in approval)?
7. Which member of the UN had the highest GDP per capita in 2020?
8. A 2016 article reviewed the literature on the number of academic citations that psychology and other medical papers receive. One of the authors was Iman Tahamtan. Into what three types did the authors divide the 28 covered factors?

C. Attach a works cited or bibliography page (properly formatted as per part A). (10%)

- **Disciplinary Outline (10%):** For your major field, answer the following questions. Note that if you can interview a professor in your major field, the questions may be easier to answer (be sure to take notes and attach them to your assignment if you interview anyone). Other obvious sources include textbooks – especially upper-level and graduate-level textbooks – and recent literature reviews on topics in the disciplines. As always, cite your sources (including any interviews) using the standard system in your discipline.

○ Questions:

1. Is the discipline a science? What leads you to either apply or not apply this term to the discipline?
2. What are the major subfields of this discipline?
3. How would you characterize the activity of scholars in the discipline – applying one or more competing “paradigms” or methodologies to gain new insights into problems, or organizing themselves by the different kinds of puzzles or problems they are trying to solve?
4. Given your answer to question 1, what are the paradigms, methodologies, and/or major research problems that account for the work of most scholars in the field? Include a brief description of each one.
5. What are the three to five most influential journals in the discipline? Or does this discipline prepare its scholarship in some other way (books or creative activities, for example)? If so, which of those are most influential? What gets published in the top journals or other prestigious academic outlets?

- Rubric: Each question (1-5) is worth up to 16% of the assignment grade. The remaining 20% of the grade is based on your writing technique (10%) and proper use of citations (10%)
- Sociopolitical Problem-Solution Essay (40%):
 - The course requires a brief, 4-5 page (1200-1500 words) research note that assesses the causes and consequences of a sociopolitical problem using your social science major field (Sociology, Criminal Justice, or Political Science), concluding with some policy suggestions for resolving or ameliorating the problem.
 - Stage Requirements
 - Stage I Requirements (5% of course grade):
 - A cover page with the title of your paper (something other than a generic “Sociopolitical Problem-Solution Essay - Stage I” type of name), your name, the date, and the word count. These should be centered both vertically and horizontally. (5% of stage grade)
 - A paragraph introducing your puzzle (how to resolve or ameliorate some social, legal, or political problem), why finding an answer to the puzzle is important both substantively and to your discipline in particular, and why your discipline is appropriate for addressing it. (15%)
 - A paragraph describing your theoretical perspective being applied to the problem – its focus, methods, normative orientation (if any), and epistemology (standards for determining when we can finally say we know the answer to the puzzle). (10%)
 - A paragraph describing the origins and disciplinarity of your theoretical perspective. (10%)
 - An 500-800 word application of your theoretical perspective to the problem you selected using at least two academic sources (peer-reviewed articles, scholarly books, or the other sources that qualify in your discipline). (40%)
 - A conclusion which describes your current thesis about the problem you selected (given your perspective and the evidence you have described) and how you intend to expand the scope of that thesis or test it using additional academic sources. What are you looking for? What kinds of scholarship would tend to support or undermine your thesis? (20%)
 - Proper citation throughout, along with a works cited or bibliography page. (up to 20% deduction if not consistently in the chosen citation style)
 - Page numbers on all but the cover page. (up to 5% deduction if missing)
 - Stage II Requirements (10% of course grade):
 - A cover page with the title of your paper (something other than a generic “Sociopolitical Problem-Solution Essay - Stage II” type of name), your name, the date, and the word count. These should be centered both vertically and horizontally. (5% of stage grade)
 - A revised paragraph or two introducing your puzzle, why it is important, what your thesis about the puzzle or problem is, and justifying your disciplinary approach to it. (10% for thesis + 10% for other elements)
 - A page or two describing the theoretical perspective being applied to the problem in detail – its origins and development, focus, methods, normative orientation (if any), and epistemology (standards for determining when we can finally say we know the answer to the puzzle). (20%)

- A multi-page application of your perspective using at least four academic sources (peer-reviewed articles, scholarly books, or the other sources that qualify in your disciplines) from your discipline. (50%)
- A conclusion which describes how well your thesis explains the information you have gathered, and where you should go from here. (5%)
- Proper citation throughout, along with a works cited or bibliography page. (up to 20% deduction if not consistently in the chosen citation style)
- Page numbers on all but the cover page. (up to 5% deduction if missing)
- Stage III Requirements (15% of course grade):
 - A cover page with the title of your paper (something other than a generic “Sociopolitical Problem-Solution Essay - Stage III” type of name), your name, the date, and the word count. These should be centered both vertically and horizontally. (5% of stage grade)
 - A 100-200 word abstract added, either at the bottom of the title page, or on a separate sheet between the title page and the first page of the paper proper.
 - Revisions throughout as suggested or directed by the instructor. (up to 50% deduction if everything is left unrevised)
 - A 3-4 page application of your perspective using at least eight academic sources (peer-reviewed articles, scholarly books, or the other sources that qualify in your disciplines) from your discipline. (50%)
 - A conclusion which describes how well your thesis explains the information you have gathered, and where scholars in the field should go from here. (5%)
 - Proper citation throughout, along with a works cited or bibliography page. (up to 25% deduction if not consistently in the chosen citation style)
 - Page numbers on all but the cover page. (up to 5% deduction if missing)
- Rubric: Your papers will be evaluated using both the system listed under each stage and the following writing rubric. The two grades will be averaged to get your overall grade for a given stage.

SOSC 3300 -- Writing Rubric for Essays

Grade	Thesis (20%)	Argument Structure (20%)	Evidence (50%)	Counter-Evidence (10%)
A	Addresses problem/ solves puzzle and drives the rest of the essay	The thesis is built from and supported by a series of arguments about each element of the problem or puzzle examined	Each element of the argument is supported by scholarly evidence and no major source of evidence is ignored. In general, consistent (e.g. statistical) findings are better evidence than isolated examples, where such evidence is available and appropriate for the perspective used.	Addressed, with flaws spotlighted.

Grade	Thesis (20%)	Argument Structure (20%)	Evidence (50%)	Counter-Evidence (10%)
B	Addresses problem/ solves puzzle, but much of the paper ignores it	Some elements of the thesis do not correspond to sections of the paper – often the case when students proceed “source by source” instead of crafting an integrated argument	Each element of the argument is supported by evidence, but either major sources of evidence available to the student are ignored or the evidence used is simply insufficient to support one or more of the claims in the paper.	Addressed, with mixed results.
C	Addresses problem/ solves puzzle, but in such a vague manner as to be almost useless	The paper is a set of mostly-valid arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper’s thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and much of the support consists of direct quotes or “naked” claims (i.e. those unsupported by evidence). The paper fails to convincingly synthesize the research.	Some addressed, with mixed results.
D	Does not really offer a solution to the puzzle or problem motivating the research	Most of the paper is devoid of actual argument, instead following a stream-of-consciousness or “data dump” strategy	At least one major element of the paper’s argument has substantial evidence that supports it. However, the other elements are supported by generally vague, irrelevant, or naked claims.	Most unmentioned; remainder are dismissed with vague statements or similar avoidance strategies
F	None	The paper is devoid of structure	The evidence is so vague or scant as to be useless for establishing the thesis.	Not addressed

- Research Presentation (5%). Using the Studio tool on Canvas, prepare a 5-10 minute summary of your puzzle, theoretical model, and most relevant pieces of evidence. Do not use a full script, although notes are fine. Use visual aids such as PowerPoint slides or video clips to take advantage of the medium’s potential for communicating your argument.
 - Rubric: Your video will be scored on these criteria.
 - Preparation (structure, usefulness of visual aids): 0 to 16
 - Professionalism (mostly language): 0 to 16
 - Content (puzzle, perspective, thesis, evidence, most interesting arguments/findings): 0 to 16

- Over/under time limits: -2 per minute over ten/-5 per minute under five
- TOTAL = 2+_____ of 50 possible points

SOSC 3300 Course Rubric

Item	Points	Percent
Academic Integrity Exercise	Required to pass	N/A
Fact-Checking Exercises (2)	100 (divided between I and II)	10%
Reading Analysis Exercise	100	10%
Levels of Scholarship Exercise	50	5%
Essays (4)	320 (80 each)	32%
Disciplinary Outline	100	10%
Sociopolitical Problem-Solution Essay	200 (divided between three stages as specified)	20%
Research Presentation	50	5%
Peer Reviews (for Essay 1 and two other students' presentations)	80 (30 for Essay 1, 25 each for two presentations)	8%
TOTAL POSSIBLE	1000	100%
895+ = A 795-894=B 695-794=C 595-694=D 594 or lower = F		

Grade posting: All grades will be posted online; it takes about 1-2 weeks for the instructor to grade written work. Be assured that he is grading classwork as fast as he possibly can. Feedback on writing assignments will be provided within the Canvas grading system.

Course Policies

Late Work and Incompletes

- Late work loses 10% of the credit it would otherwise receive for every day or portion thereof that it is overdue.
- There will be no incompletes in this class, barring actual hospitalization or unforeseen deployment after the withdrawal deadline has passed. By university policy, incompletes must be finished in the subsequent semester.

Regrades

The instructor is not perfect, and if you believe part or all of a written assignment has been graded incorrectly, you need only return it **within one week** of receiving it back from the instructor with a *brief* note specifying the part(s) to be regraded. The specified parts will be compared to the key again. After a week has passed, I can no longer be sure that you will be graded to the same standards as those used for all the other students, so work will not be regraded after this period.

Academic Integrity

University Code of Academic Honesty: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any

act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

More [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel) is available at the following link:

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- *Violations:* There are many forms of academic misconduct. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
 - Copying another student's homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don't "share" the contents of your assignments before they are due. You may not "jointly" complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
 - **Using direct quotes without quotation marks and a citation (plagiarism).** Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
 - Paraphrasing another person's ideas without citing the source (another form of plagiarism).
 - Listing or citing sources in a research paper which were not actually consulted by the student.
- *Penalties:*
 - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or remediation in the case of clearly inadvertent violation.
 - The (a) outright purchase, download, or completion by others of an exam/DRN element, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** recommendation for the strongest possible sanctions to the TAMUCT administration.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Professors are Mandatory Reporters

Texas State Law S.B. 212 (Effective September 1, 2019) states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

Student Resources

- **Emergency Warning System for Texas A&M University – Central Texas: SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.
 - You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].
 - To register SafeZone on your phone, please follow these 3 easy steps:
 1. Download the SafeZone App from your phone store using the link below:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
 3. Complete your profile and accept the terms of service
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our [Access & Inclusion Canvas page](https://tamuct.instructure.com/courses/717) (log-in required) [<https://tamuct.instructure.com/courses/717>]

- Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].
- Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.
- **Tutoring:** Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.
 - If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.
 - To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.
 - Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.
- **University Writing Center:** University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
 - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
 - Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the

UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

- **University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
 - Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
 - Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Important University Dates (From <https://www.tamuct.edu/registrar/academic-calendar.html>)

January 18, 2022	Classes Begin for Spring Semester
January 20, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
February 1, 2022	Deadline for Teacher Education Program Applications
February 2, 2022	Deadline to Drop 16-Week Classes with No Record
March 21, 2022	Class Schedule Published for Summer Semester. Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 Fee assessed for late registrants
March 21, 2022	Classes Begin for Second 8-Week Session
March 23, 2022	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2022	Deadline for Spring Graduation Application for Ceremony Participation
April 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office. Deadline for School Counselor Program Applications.
April 4, 2022	Registration Opens for Summer Semester
April 8, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

April 16, 2022 Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office

May 13, 2022 Deadlines: Withdraw from the University for 16- and Second 8-Week Classes, Applications for Tuition Rebate for Spring Graduation (5pm), Spring Degree Conferral Applications to the Registrar's Office. (\$20 Late Application Fee)

May 14, 2022 Spring 2022 Commencement at Bell County Expo 7 PM

Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus to Canvas.

Instructor's Personal Statement (not required reading, but may be of interest)

I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others' arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the "core" of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

Critical Thinking Skills

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students' attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with "Are you asking X, Y, or Z?" Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for "the way it is" to be handed to them from "on high." While informing students is part of my responsibilities, I also aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there are no easy answers. When I open a class discussion, engage with students doing discussion exercises, or even grade homework assignments, I play "devil's advocate" for each student or group, taking a different position as I interact with each student. It is therefore disappointing when students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the "best bet" for explaining a phenomenon or the superior normative framework for evaluating its ethical implications. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: "None of these explanations are perfect, so it's all just a matter of opinion." This is illustrated by Russian dissident Gary Kasparov (2017):

*"The point of modern propaganda isn't only to misinform or push an agenda. It is to exhaust your critical thinking, to annihilate truth. Modern dictatorships have become far more sophisticated still in how to achieve their ends. They learned that by constant bombardment, your senses become overwhelmed. You start to doubt, to shrug your shoulders, to tune out, and that makes you vulnerable. Instead of pushing one lie, one fake, they can push a dozen, or a hundred, and that's pretty good odds against one lonely truth. **They win when you say: 'Who can be sure what really happened?'**"*

I press students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

Writing Skills

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing and speaking activities that require effective argument. In order to help students proofread their work, I post a document on Canvas illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage.

Moral Development

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of "human nature") that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others.

Subject Mastery

Finally, each class I teach has a certain "core" of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it means being able to apply the material to an unanticipated question or situation. The learning outcomes of the course reflect the knowledge of the subject I expect students to have by the end of the course.

Course Schedule

Week	Topic	Lectures (access on Canvas: Pages tab → View All Pages) and Assigned Readings (* if not in a required textbook, then access on Canvas: Files tab)	Homework Due
Jan 18-21	Course Introduction: Integrity and Factual Claims	<ul style="list-style-type: none"> – Burns and Sinfield, <u>Essential Study Skills</u>, Chapters 1-3, 11.4 – Caulfield, “Web Literacy for Student Fact-Checkers” * – Lecture: “<i>Just the Facts?</i>” 	Academic Integrity Exercise and Fact-Checking Exercise I
Jan 24-28	Reading Scholarship, Normative and Empirical	<ul style="list-style-type: none"> – Burns and Sinfield, <u>Essential Study Skills</u>, Chapters 4-5, 7 – Korsgaard, <u>The Sources of Normativity</u>, Chapters 3-4 * – Lewandowsky, Cook, and Lloyd, “The ‘Alice in Wonderland’ Mechanics of the Rejection of (Climate) Science: Simulating Coherence by Conspiracism” * 	Reading Analysis Exercise
Jan 31-Feb 4	Values, Arguments, and the Limits of “Just the Facts” in the Social Sciences	<ul style="list-style-type: none"> – Burns and Sinfield, <u>Essential Study Skills</u>, Chapters 6, 11.1-11.3, 12.1 – Reiss, “Fact-Value Entanglement in Positive Economics” * 	Fact-Checking Exercise II
Feb 7-11	Scientific Methods: Verification, Falsification, and Ideology	<ul style="list-style-type: none"> – Carnap, “Inductive Logic and Sciences” * – Popper, <u>Conjectures and Refutations</u>, Excerpt * – Lecture: <i>The Demarcation Problem</i> – Feyerabend, “How to Defend Society Against Science”* 	Levels of Scholarship Exercise
Feb 14-18	Scientific Activity: Paradigms and Research Programs	<ul style="list-style-type: none"> – Godfrey-Smith, <u>Theory and Reality</u>, Excerpts * – Lecture: <i>The Copernican Revolution</i> – Larvor, <u>Lakatos: An Introduction</u>, Excerpt * 	Essay I: What is “Science?” and Peer Review of Essay I
Feb 21-25	The Role of Models in the Social Sciences	<ul style="list-style-type: none"> – Lave and March, “The Evaluation of Speculations” * – Lecture: <i>Models and Theories in the Social Sciences</i> – Clarke and Primo, <u>A Model Discipline</u>, Excerpts * – Clarke and Primo, “Modernizing Political Science: A Model-Based Approach” * – Healy, “Fuck Nuance” * 	Academic Scavenger Hunt
Feb 28-Mar 4	Disciplinary Foundations: Exploring Topics and Selecting Sources	<ul style="list-style-type: none"> – Repko, Szostak, and Buchberger, “Academic Disciplines” * – Burns and Sinfield, <u>Essential Study Skills</u>, Chapters 8-10 – Lecture: <i>Evaluating Disciplinary Research</i> 	Disciplinary Outline: Subfields and Problems



Week	Topic	Lectures (access on Canvas: Pages tab → View All Pages) and Assigned Readings (* if not in a required textbook, then access on Canvas: Files tab)	Homework Due
Mar 7-11	Hierarchies Among Social Scientists: A First Look	<ul style="list-style-type: none"> – Burns and Sinfield, <u>Essential Study Skills</u>, Chapter 12.2 – Sorensen, Snell, and Rodriguez, “An Assessment of Criminal Justice and Criminology Journal Prestige” – Platt, “Recent ASA Presidents and ‘Top’ Journals: Observed Publication Patterns, Alleged Cartels and Varying Careers” – Alter et al, “Gender and Status in American Political Science: Who Determines Whether a Scholar Is Noteworthy?” * 	Essay II: Who dominates your discipline?
Mar 14-18	SPRING BREAK	– None	None
Mar 21-25	Rhetoric and Argumentation	<ul style="list-style-type: none"> – Lecture: <i>Communication and Persuasion</i> – <u>Publication Manual of the American Psychological Association</u>, Chapters 1,4, and 6 – <u>American Sociological Association Style Guide</u>, Chapters 1-3 – Karbach, “Using the Toulmin Model of Argumentation” * 	Parts of Speech and Proofreading Exercise
Mar 28-Apr 1	Propaganda and the Meanings of Objectivity	<ul style="list-style-type: none"> – Jowett and O’Donnell, “What Is Propaganda, and How Does It Differ From Persuasion?” * – Watch: <i>Electoral Propaganda</i> (102 min) – Sen, “Position, Relevance, and Illusion” * 	Essay III: What does it mean to write objectively?
Apr 4-8	Feminist Perspectives in the Social Sciences	<ul style="list-style-type: none"> – Kohli and Burbules, “What is Feminism?” * – Langton, “Feminism in Epistemology” * – Frey, “The Gender Implications of Small Arms and Light Weapons in Conflict Situations” * 	Letter of Introduction
Apr 11-15	Critical Race Theory in the Social Sciences	<ul style="list-style-type: none"> – Watch (optional): <i>Recent Data on the Socioeconomics of Race in the United States</i> (55 min) – Lecture: <i>The Social Construction of Race</i> – Graves and Goodman, <u>Racism, Not Race</u>, Excerpts * – Delgado and Stefancic, <u>Critical Race Theory</u>, Excerpts* – Blatt, <u>Race and the Making of American Political Science</u>, Introduction * – Shiao and Woody, “The Meaning of ‘Racism’” * – Cullen et al, “Beyond White Criminology” * 	Thesis Statement

Week	Topic	Lectures (access on Canvas: Pages tab → View All Pages) and Assigned Readings (* if not in a required textbook, then access on Canvas: Files tab)	Homework Due
Ap 18-22	Intersectionality	<ul style="list-style-type: none"> – Hancock, “When Multiplication Doesn’t Equal Quick Addition” * – Burns and Sinfield, <u>Essential Study Skills</u>, Chapter 12.2, 12.4 – Sociology Majors/Minors: <u>American Sociological Association Style Guide</u>, Chapters 5-8 – Political Science Majors/Minors: <u>American Political Science Association Style Guide</u> * – All Other Students: <u>Publication Manual of the American Psychological Association</u>, Chapters 8-11 	Annotated Bibliography
Ap 25-29	Conspiracy Theories	<ul style="list-style-type: none"> – Lecture: <i>The Propaganda Model – Academic Analysis or Conspiracy Theory?</i> – Uscinski and Parent, “Conspiracy Theories are for Losers” (Canvas) * – Räikkä and Basham, “Conspiracy Theory Phobia” (Canvas) * – Douglas et al, “Understanding Conspiracy Theories” (Canvas) * – Hagen, “Should Academics Debunk Conspiracy Theories?” * 	Essay IV: When is a conspiracy theory evidence of an actual conspiracy?
May 2-6	Crafting Professional Presentations	<ul style="list-style-type: none"> – Burns and Sinfield, <u>Essential Study Skills</u>, Chapter 12.3 – <u>Publication Manual of the American Psychological Association</u>, Chapter 12 	Sociopolitical Problem-Solution Essay and Take ETS Assessment
May 9-13	Symposium: Solving Sociopolitical Problems	<ul style="list-style-type: none"> – None 	Presentation and Peer Reviews of Presentations