SSCI S200 KD1: Orientation to the Social Sciences
Fall 2015 Asynchronous/Seminar Course, UAS Online Blackboard

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Office hours: 9:15-10:30am Tuesday through Thursday in Paul Building room 505

Course Description
Catalog description: Includes the methods and analytical approaches of six social sciences (anthropology, economics, history, psychology, political science, sociology) through exploration of a particular topic, theme, or phenomenon. 3 credits.

Course Scope
The theme we will explore through the social sciences this semester will be “Protest and Social Movements,” with special attention given to recent collective action related to race, gender, policing, and violence in America and globally. Given the increased prominence of social media and increasing political participation among diverse cross-sections of society, protest has become an even more regular part of American social life than it has been in the past. In this class, we will address topics such as who participates in protests and why, who drops out of social movements, and governmental responses to protest; how protest is situated in historical and cultural contexts, how protest is related to power, inequality, and exploitation, and the interaction between protest and public policy, law, and government. These topics will be explored in both online forums and bi-weekly seminars, where you will have the opportunity to learn about and explore the issues with student peers and visiting faculty experts representing each social science discipline. Another important part of this course will be learning to apply interdisciplinary approaches to a single topic, reflecting on your goals for your interdisciplinary degree, and mapping out a path to graduation and planning for post-graduate life.

Course Objectives
Social science disciplines represented at UAS include anthropology, economics, government/political science, and history; and psychology and sociology. Students will become familiar with the basic subject matter and perspectives of each discipline. Students will gain experience applying theory and knowledge accumulated by each discipline to new examples and contexts, and will have a general understanding of the social nature of human behavior. Students will be exposed to a variety of social science research methods used in each discipline through readings in scholarly journals and through research experience activities. Students will create an outline for an electronic portfolio that showcases and organizes work from courses in different social science disciplines into a single, coherent body of literature around the theme of the student’s concentration areas. Students will also clarify goals for their degrees, map out degree completion plans, and meet with Faculty Advisors for guidance in their program.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. synthesize social science coursework from different disciplines into written work with an overarching theme.
2. describe content and perspectives from each social science discipline and apply them to a single core subject or topic.
3. demonstrate academic and interpersonal skills appropriate to seminar learning and professional civility.
4. demonstrate ability to search for, review, and interpret scholarly articles from each social science discipline, and incorporate scholarly material into the student’s own writing using reference styles appropriate to the social sciences.
5. demonstrate UAS competencies in communication, critical thinking, and writing for the social sciences that may be required in upper-division social science courses.
6. develop social science competency in understanding of cultural diversity.

Course Structure
This eLearning course will be taught between two formats. First, on most weeks you will post a two-page written paper in response to assigned readings. You will then read the response papers posted by your classmates, post responses to at least two of your classmates, and post follow-ups to responses your classmates or instructor may have left to you. As you will all depend on each other having response papers posted in order to fulfill your required discussion forum time each week, papers will need to be posted by noon each Tuesday. On some other weeks, you will be assigned additional online activities, including clarifying your goals for your degree, mapping out a degree plan, and preparing a Social Science Portfolio to create in this class, which you’ll continue to develop on your own after the end of the semester until it is reviewed by a faculty committee in your graduating term.

Second, we will have Blackboard Collaborate seminars approximately every other week. This will include one optional-attendance informational meeting (be sure to watch the recording of the session if you cannot attend) and six required-attendance seminar discussions about the course material with guest professors representing different social science disciplines. The instructor will contact students in the first week of the semester to inquire about availability for meeting times. The lowest seminar participation score (out of six total) will be dropped at the end of the semester.

Collaborate and the Blackboard Discussion Forum can be found on the Course Homesite at UAS Online at https://uascentral.uas.alaska.edu/online

Please note that, as with other three credit courses, you will need to allot yourself additional time beyond the three weekly hours of class activities to complete assigned readings, write papers, and provide yourself adequate study time. Overall, you should expect to spend about 6-8 hours per week on this class over the fifteen-week semester.

Text and Readings
Students are responsible for purchasing the following required book for this course:


Additional assigned readings will be available for download on the Blackboard site or freely available online; these will be posted with each available assignment. You will also be required to locate additional readings to support certain assignments; in some cases, you will be given the
citation and allotted one week to locate it on your own, and in other cases, you will be responsible for determining an appropriate reading on your own and asked to locate it with the online electronic resources available through the university library. This exercise will help you to develop and hone your research, literature review, and electronic resource skills.

**Grading Method**

This course uses letter grading with pluses and minuses. Final letter grade percentages are as follows:

- 100-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 82-80 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-63 = D
- 62-60 = D-
- 59 and below = F

**Basis for Awarding Grades**

The weights for computing the final grades scores are listed below:

- Response Papers: 30%
- DiscussionForum Participation: 30%
- Participation in Seminar Sessions: 30%
- Activity Assignments: 10% (and all activity assignments must be completed to earn a passing final course grade)

There will be no exams, quizzes, or final term paper for this course.

**Response Papers**

Response papers will be approximately two pages in length (double-spaced, 12-point Times New Roman, 1 inch page margins on all sides) and written in response to the readings and assignment activities. They should demonstrate to the instructor and your classmates that you have carefully read the material (including a very brief summary of major ideas or points you are choosing to address), that you have analyzed and evaluated the material, and that you have provided your classmates with something further to discuss. It should be expressed as a formal paper with a distinct introduction, body, and conclusion. DO NOT waste weekly paper space summarizing the actual chapters or articles you read as you would if you were writing a book review (e.g. “first the author wrote this, then went on to discuss that…”). Instead, pick out what you believe are one or two of the most important or central ideas in the readings that you want to write about, and use the readings as sources for you to write about your chosen topic. Again, you should think of the papers as your own original writings on a topic, using assigned readings only as sources of information for your topic. Additional instructions will be provided in class.

Note that the TWO lowest scores on Weekly Papers will be dropped at the end of the semester (except that Response Paper #1 will not be dropped, no matter the score). You can
think of these as opportunities to have two low scores not count toward your final grade, or as skip weeks, or as sick days. There is no need to e-mail me to ask to use a skip week, or to let me know that you couldn’t submit it because you were sick, etc; if no paper is submitted, it will automatically be one of the two skip weeks. I strongly recommend you save them for weeks you are sick, have family issues, or are overloaded by other coursework or your job. When citations and other references are used, you are asked to use APA (American Psychological Association) ASA (American Sociological Association) or Chicago style, provided you are consistent across papers. Other styles may be requested and used with instructor approval depending on the student’s disciplinary interests.

**Paper Scoring**

I use a progressive scoring rubric that I call “graduated assessment.” This means that the expectations for the quality of your work increase throughout the semester based upon individualized feedback that I may leave for you on some weeks. These comments can be accessed through the My Grades link on Blackboard. I expect that you will incorporate my feedback in subsequent papers, and points will be deducted for failing to do so (particularly when the same recommendation has been left for two or more weeks in a row). Thus, comments I leave for your paper become part of your individualized scoring criteria. Points for weekly papers are otherwise awarded as follows, with scores ranging from zero (0) to five (5):

3 point paper: A paper that probably has good description/summary of readings or activity, but lacks the student’s own interpretation of what s/he has read; and/or the student has not made recommended improvements from feedback on past papers. Student may not have cited sources appropriately or used an incorrect reference format.

4 point paper: The paper summarizes ideas in the readings and also uses social science vocabulary to analyze them in terms of underlying theoretical assumptions they make and the kind of questions the theories are supposed to address, but may lack elements of critical analysis, illustration with examples, or the student’s own evaluation; and/or the student has not made recommended improvements from feedback on past papers.

5 point paper: A well-written paper that summarizes the readings, analyzes them, and applies examples appropriate to the ideas presented; and critiques or evaluates the theories or perspectives. Critique and evaluation may be in terms of the explanatory strengths and weaknesses of a theory, comparisons with other approaches, or providing alternative approaches that the student argues could be taken to better understand the substantive issues. Five-point papers nearly always include the student’s own application of the theories to a real-world phenomenon, and the student has taken into account all feedback left by the instructor on previous papers.

**Writing Tutoring Referrals**

During the second through fourth weeks of class, the instructor will refer some students to the UAS Ketchikan Learning Center to meet with a writing tutor. This course has no prerequisites, but college-level English composition skills are essential to Response Paper participation. The Learning Center tutors are familiar with the instructor’s writing guidelines and can add effective tutoring to improve course performance. If the instructor refers a student to writing tutoring, the student is required to schedule a meeting with a Learning Center tutor (in person or online)
before the next paper is due; otherwise, the instructor will begin marking zero points for assignments until the student schedules the meeting.

**Academic Honesty Policy**

Plagiarism is strictly prohibited and will be strictly dealt with. Most fundamentally, this means you may not present someone else’s work as your own, be it ideas, phrases, or information, without giving credit to the source. If you fail to cite a source for something that you write, you are tacitly stating that it is your own creation, idea, or quote.

Please review the student handbook ([http://www.uas.alaska.edu/student_services/handbook/index.html](http://www.uas.alaska.edu/student_services/handbook/index.html)) for guidelines on professional and ethical behavior related to plagiarism, cheating, and other unethical behaviors.

**Access and Ability**
The Americans with Disabilities Act of 1990 requires that universities provide reasonable accommodations to students with disabilities in order to ensure equal access to all academic and co-curricular programs and services. To request accommodations contact Gail Klein (228-4508) at Student Services in Ketchikan or e-mail gail.klein@uas.alaska.edu. Please note that students must request services each semester and at each campus in which the student is enrolled in coursework, even if accommodations were provided in previous semesters. Also note that students are responsible for disclosing their disabilities themselves if they wish to request accommodations, as it is a violation of confidentiality laws for instructors to initiate disability referrals without the student directly informing the instructor with a disclosure of a disability.

**Title IX**

Members of UAS and visitors have the right to be free from all forms of gender and sex-based misconduct including sexual violence, sexual harassment, domestic violence, dating violence and stalking. UAS expects all members of the community to conduct themselves in a manner than does not infringe upon the rights of others. Gender-based and sexual misconduct has a negative impact on members of our community. Therefore, UAS has a zero tolerance policy for gender-based and sexual misconduct.

If you are aware of any student, faculty, or staff who has been discriminated against, please contact Gail Klein, Title IX Coordinator for the Ketchikan Campus, at 228-4508 immediately. Additionally, the following individuals can assist you in exploring options and support:

Counseling Services: 907-796-6000 • mwthomson@uas.alaska.edu or baiverson@uas.alaska.edu
Maria Moya, Interim Title IX Coordinator: 907-796-6148 • title9@uas.alaska.edu
Lori Klein, Student Conduct Administrator: 907-796-6529 • laklein@uas.alaska.edu
Eric Scott, Campus Life Director, Juneau: 907-796-6389 • ewscott@uas.alaska.edu
Gail Klein, Student Services Manager, Ketchikan: 907-228-4508 • grklein@uas.alaska.edu
Chris Washko, Student Success Manager, Sitka: 907-747-7703 • cmwashko@uas.alaska.edu

Also, please note that all UAS employees are considered “responsible employees” and must report any disclosure of sexual abuse to a member of the Title IX Response Team. In other words, if you disclose to me any instances of sexual abuse, your instructor is required to report the incident to the Ketchikan Campus Title IX investigator.
**Course Evaluations**
Students will have the opportunity to rate the course online through the UAS Homesite in the last two weeks of the class.

**Tentative Course Schedule**
This syllabus, including the course schedule below, is meant to be tentative, and is intended be changed by the instructor during the semester after student availability for seminars is clarified, and as additional reading selections are added based on student interests. Syllabus will be updated during the semester via e-mail or announcement on Blackboard.

After the Response Papers are due each Tuesday, you are required to leave replies to two of your classmates’ papers by midnight the following Thursday, and follow up on all replies your classmates or instructor have left for your own paper by midnight the following Monday.

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/31/2015</td>
<td>First day of fall courses. Begin reading and working on Response Paper #1 and Activity Assignment #1 (A and B) Watch Youtube video <a href="https://www.youtube.com/watch?v=DSIdaTSG2Gg">https://www.youtube.com/watch?v=DSIdaTSG2Gg</a> Readings for this week: 1. “Editor’s Introduction” from <em>The Social Movements Reader</em> 2. Read a recent news article of your choice on protests or social movements</td>
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<tr>
<td>9/2/2015</td>
<td>Optional Attendance Webmeeting (noon-1:15pm): Course Introduction, locating materials, assignment instructions/guidelines</td>
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<tr>
<td>9/8/2015</td>
<td>DUE DATE for Response Paper #1: Relating your understanding of “Editor’s Introduction” from <em>The Social Movements Reader</em> to your chosen news article</td>
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<tr>
<td>9/15/2015</td>
<td>DUE DATE for: Response Paper #2 based on Article 2 “The Women’s Movement” in <em>The Social Movements Reader</em> and application of your own examples Activity Assignment #1: Self-Reflection and Goals Essay; Resume</td>
</tr>
<tr>
<td>9/22/2015</td>
<td>DUE DATE for: Response Paper #3 based on Article 4 “Occupy Wall Street” in <em>The Social Movements Reader</em> and a scholarly anthropology article of your choice</td>
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<tr>
<td>9/29/2015</td>
<td>DUE DATE for Lesson #4: Response Paper #4: Mini-ethnography write-up that incorporates assigned anthropology article Activity Assignment #2: Building your BASS Portfolio</td>
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<tr>
<td>9/30/2015</td>
<td>Seminar Discussion #1: Anthropology with Dr. Brandon Chapman</td>
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<tr>
<td>10/6/2015</td>
<td>DUE DATE for Lesson #5:</td>
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Response Paper #5 based on a topic from Article 15 “Classic Protest Songs: A List” in The Social Movements Reader and assigned history article
Activity Assignment #3: Transcript, Program, and Advisor Verification

10/7/2015 Seminar Discussion #2: Geography and History with Dr. John Radzilowski

10/13/2015 DUE DATE for:
Response Paper #6 based on Article 23 “Everyday Life, Routine Politics, and Protest” The Social Movements Reader and assigned economics article
Activity Assignment #4: Document Preparation and Peer Copyediting

10/20/2015 Seminar Discussion #3: Economics with Dr. Brian Vander Naald

10/27/2015 DUE DATE for:
Response Paper #7 based on Articles 22 and 25 of The Social Movements Reader, and Peter Berger’s “Invitation to Sociology”)

11/3/2015 DUE DATE for:
Response Paper #8: Interviews mini-study with assigned sociology article
Activity Assignment #5: Degree Checklist: Chart, Update, Plan

11/4/2015 Seminar Discussion #4: Sociology with Dr. Kasia Polanska

11/10/2015 DUE DATE for
Response Paper #9: Article 32 “The Dilemmas of Identity Politics” in The Social Movements Reader and assigned psychology article
Activity Assignment #6: DegreeWorks and Faculty Advisor Meeting

11/11/2015 Seminar Discussion #5: Psychology with Dr. Ali Ziegler

11/17/2015 DUE DATE for:
Response Paper #10: Article of your choice from The Social Movements Reader and an assigned political science article

11/24/2015 DUE DATE for:
Response Paper #11: Article of your choice from The Social Movements Reader and a scholarly article of your choice from discipline of anthropology, history, economics, political science, psychology, or sociology

12/1/2015 DUE DATE for: final response paper of the semester on protest, incorporating citations to at least two articles from The Social Movements Reader and addressing recent news article of your choice related to protest/social movements

12/2/2015 Seminar Discussion #6: Government/Political Science with Glenn Wright

12/9/2015 DUE DATE for Activity Assignment #7