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| **Georgetown University, Master of Arts in Liberal Studies**  **MALS FND: Social Sciences (LSHV-402-01)**  **Fall 2021** |

**Dates:** Wednesday, 6:30 pm to 9:00 pm, August 25, 2021 to Saturday, December 17, 2021

**Location:** TBD.

**Instructor:** Mark M. Gray, PhD, ([mmg34@georgetown.edu](mailto:mmg34@georgetown.edu)).

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

**Virtual Office Hours:** Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

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| **Course Description** |

This is one of four required foundational courses (humanities, social sciences, science & society, and norms & ethics) offered by the LSP to facilitate graduate-level interdisciplinary study and research throughout the MALS curriculum. They aim to improve your analytical, research, and writing skills so you can realize the full potential of your learning experience throughout the program. They provide a solid intellectual foundation for your elective courses; enhance your ability to conduct research on important issues treated in your other courses; and prepare you for success in your capstone thesis project. This Social Sciences course will first, through assigned and self-selected readings and projects, provide a solid understanding of, and practical experience in, interdisciplinary studies and research methodologies, including qualitative and quantitative. It will examine the relationships between and among the humanities, social sciences, and natural sciences, with regard to both their subject matter and underlying theories. Focusing directly on anthropology, history, economics, psychology, sociology, and political science/international relations, it will explore their distinctive concepts and theories, and how their scholarly practitioners advance interdisciplinary theory and research. Finally, throughout the course we will reflect on how the humanities/social sciences/natural sciences implicate and engage issues of values, norms and ethics.

*Prerequisite or Co-requisite: None*

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| **Course Learning Objectives** |

Upon successful completion of this course, you will be able to:

* Identify various types of social research
* Compare/evaluate social scientific research and the alternatives
* Describe the strengths/weaknesses of various types of social research
* Describe the process of scientific inquiry
* Recognize ethical issues in social scientific research
* Recognize the purpose of a literature review
* Compare quantitative and qualitative approaches to measurement
* Discuss validity and reliability for measurement
* Explain the basic purpose, strengths and limits of sampling
* Execute a short survey
* Propose an effective experimental design
* Conduct a short content analysis
* Design a simple field research project
* Interpret the statistical significance of a finding
* Identify the conditions of proving causality

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| **Required Readings for Purchase** |

**Textbooks**

# *Social Science: An Introduction to the Study of Society* (17th Edition)

David C. Colander and Elgin F. Hunt

Routledge; 17th edition (March 27, 2019)

ISBN-10: ‎ 113832826X

ISBN-13: ‎ 978-1138328266

*Social Science Research: Principles, Methods, and practices*

Anol Bhattacherjee

‎Scholar Commons

Free download: https://scholarcommons.usf.edu/oa\_textbooks/3/

Additional journal articles and instructional reading will be provided by the instructor during the course.

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| **Overview of Course Structure** |

This class, if possible, will meet on Main Campus at Georgetown University. If pandemic conditions do not allow for this we will meet remotely on Canvas. Additionally, if the class is able to meet in person, recorded versions of lectures will be posted each week as a “hybrid.” This allows anyone who may miss an in-person meeting to get caught up online.

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| **Elements of This Course** |

The course includes six assignments and one final exam including short answer/essay questions. The centerpiece of the course is a research project and paper. The topic, methods (qualitative and/or quantitative), and area of social science you work in will be determined by you in consultation with your professor. Each project will be summarized in a research article draft describing your research methods and results. Throughout the semester we will be discussing and developing these projects. Following the last class each project will be summarized in a final written research note report. This paper should consist of a minimum of 7,500 words. The paper should use a 12-point Times New Roman font and be double spaced with standard margins (1” top and bottom and 1.25” left and right). With these parameters a 7,500-word paper will be approximately 25 pages in length. Citations should be made using APA style.

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| **Grading** |

A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

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| **Course Policies** |

**Submission Policy**

Submit all assignments to the Canvas course website or by email to mmg34@georgetown.edu.

**Late Work Policy**

As stated in the [Student Handbook](https://static.scs.georgetown.edu/upload/kb_file/mps_student_handbook_17-18_final.pdf), students must notify the instructor and obtain approval for any extensions. An extension for assignments may be granted as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. Be aware that no late submissions or extensions are permitted for the last week, unless in exceptional circumstances, or for any Discussion Board assignments.

**Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

**Communication Policies**

**Communication with Peers**

You will be expected to communicate with your peers. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team’s preferred method of communication.

**Announcements**

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

**Instructor Feedback/Turnaround**

If you have a concern and send me/us a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

**Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

**The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

**Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

**Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

**Accommodation Policy**

**Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

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| **Technical Requirements** |

**Computer Requirements Outside Canvas**

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). You will also need the most up-to-date [Flash plugin](https://helpx.adobe.com/flash-player.html). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

**Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

**Mobile Operating System Native App Support**

* iOS 7 and newer
* Android 2.3 and newer

**Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

**Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

**Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built in.

**Technical Skills Requirements**

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

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| **Student Support and Help** |

**Academic Support**

**Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

**eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

**Technical Support**

**Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

**Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

**GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact your instructor if you have any questions relating to course content.

**Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

**Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility).

**Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

* Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
* Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

* Georgetown Self-Care Resource Guide:<https://studenthealth.georgetown.edu/self-care>
* Georgetown Wellness Wheel:<https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
* Georgetown Guide to Recognizing Students in Distress:<https://studenthealth.georgetown.edu/resourceguide>

**Pregnancy Adjustments and Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Title IX at Georgetown University website](https://titleix.georgetown.edu/student-pregnancy).

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| **Weekly Schedule** |

The semester begins Wednesday, August 25 but in this first week, Monday classes meet on Wednesday. Thus, our first session is Wednesday, September 1.

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| **Date** | **Topic** | **Readings and Coursework** |
| 9/1 | 1. Introduction to Social Science  2. “Human Nature” a biological and evolutionary perspective  3. Historical development of social, political, and economic institutions | Colander and Hunt  Chapter 1: Social Science and Its Methods  Appendix: Historical Roots of Social Science  Chapter 2: Human Origins  Chapter 3: Origins of Western Society |
| 9/8 | 1. Sociology and Culture: Defining concepts, social change, comparative studies  2. Geography and demography  3. Scientific thinking | Colander and Hunt  Chapter 4: Society, Culture, Cultural Change  Chapter 5: Geography, Demography, Ecology, and Society  Bhattacherjee  Chapter 1: Science and Scientific Research  Chapter 2: Thinking Like a researcher |
| 9/15 | 1. Psychology and Social Psychology  2. Ethics  3. Experiments | Colander and Hunt  Chapter 6: Technology and Society  Chapter 7: Psychology, Society, and Culture  Bhattacherjee  Chapter 10: Experimental Research  Chapter 16: Research Ethics |
| 9/22 | 1. Criminology  2. Theories and paradigms  2. Research design and measurement | Colander and Hunt  Chapter 8: Deviance, Crime, and Society  Bhattacherjee  Chapter 3: Research Process  Chapter 4: Theories in Scientific Research |
| 9/29 | 1. Family  2. Religion  3. Qualitative research  4. Ethnography | Colander and Hunt  Chapter 9: The Family  Chapter 10: Religion  Bhattacherjee  Chapter 5: Research Design  Chapter 11: Case Research |
| 10/6 | 1. Education  2. Stratification and social class  3. Measurement and scales | Colander and Hunt  Chapter 11: Education  Chapter 12: Social and Economic Stratification  Bhattacherjee  Chapter 6: Measurement of Constructs  Chapter 7: Scale Reliability and Validity |
| 10/13 | 1. Race and ethnicity  2. Political science  3. Sampling | Colander and Hunt  Chapter 13: Stratification, Minorities, and Discrimination  Chapter 14: The Functions and Forms of Government  Bhattacherjee  Chapter 8: Sampling |
| 10/20 | 1. Comparative Government  2. Survey research | Colander and Hunt  Chapter 15: Governments of the World  Chapter 16: Democratic Government in the United States  Bhattacherjee  Chapter 9: Survey Research |
| 10/27 | 1. Economics  2. Interpretive research | Colander and Hunt  Chapter 17: The Organization of Economic Activities  Chapter 18: The Economy, Government, and Economic Challenges Facing the United States  Bhattacherjee  Chapter 12: Interpretive Research |
| 11/3 | 1. International politics and economics  2. Qualitative research | Colander and Hunt  Chapter 19: International Political Relations  Chapter 20: International Economic Relations  Bhattacherjee  Chapter 13: Qualitative Analysis |
| 11/10 | 1. War and peace  2. Quantitative Research | Colander and Hunt  Chapter 21: The Political Economies of Developing Countries  Chapter 22: International Institutions and the Search for Peace  Bhattacherjee  Chapter 14: Descriptive Statistics  Chapter 15: Inferential Statistics |
| 11/17 | 1. Writing social science | Provided by the instructor |
| -- | Thanksgiving Holiday |  |
| 12/1 | Final Paper Research, Writing, Presenting | None |
|  | Study Period / Final Work | Final Paper |