Master Course Syllabus

Course Discipline and Number: ANTH/HSTY/PSYC/SOCI290   **Year: 2024-2025**

Course Title: Social Science Capstone Course   **Credit Hours: 3**

I. Course Description: This course provides students with an opportunity to draw on a variety of disciplines, perspectives, and methods from the social sciences in application to a specific research problem of local and/or global importance. In consultation with the course instructor(s), students will choose a relevant research topic to explore for the class. The course is conducted as a research and discussion seminar and is used as the outcomes assessment course for the Liberal Arts and Sciences: Social Science AS degree program. In the psychology-focused section of the course (PSYC290), students will read and understand primary research in order to synthesize it into a coherent paper on their topic. In the section not focused on psychology (ANTH/HSTY/SOCI 290), students will conduct both primary and secondary research on their topic. Prerequisites: ENGL101; PSYC103; SOCI101; and a HSTY course.
3 Cr. (3 Lec.) Spring semesters.

II. Additional Course Information:

1. ANTH/HSTY/PSYC/SOCI 290 is required of all students completing the Liberal Arts and Sciences-Social Science AS degree program.
2. ANTH/HSTY/PSYC/SOCI 290 can be used as a liberal arts, social science, or unrestricted elective in multiple programs.
3. ANTH/HSTY/PSYC/SOCI 290 can be used as a capstone course for other related disciplines with program advisor and instructor permission.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Produce effective and appropriate written and oral communications that reflect social scientific reasoning
2. Locate, evaluate, and apply relevant social scientific research
3. Investigate a question using the research process of one Social Science discipline
4. Use evidence to describe (1) how privilege and inequality are social and/or historically constructed and (2) how these shape [students'] lives

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs - N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet nonprogram-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs).   List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program
Liberal Arts and Sciences: Social Science A.S.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

PLO #1: Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #1 Produce effective and appropriate written and oral communications that reflect social scientific reasoning

PLO #2: Locate, evaluate, and apply relevant information.

SLO #2 Locate, evaluate, and apply relevant social scientific research

PLO #3: Investigate a question using the research process of at least one Social Science discipline.

SLO #3 Investigate a question using the research process of one Social Science discipline

PLO #4: Use evidence to describe (1) how privilege and inequality are social and/or historically constructed and (2) how these shape [students'] lives

SLO #4 Use evidence to describe (1) how privilege and inequality are social and/or historically constructed and (2) how these shape [students'] lives

SUNY General Education Competencies - N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING & REASONING- Students will:

a.   clearly articulate an issue or problem;
b.   identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c.   develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

SLOs:

2. Locate, evaluate, and apply relevant social scientific research

3. Investigate a question using the research process of one Social Science discipline

☐ INFORMATION LITERACY - Students will:
    a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Social Science
For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:
    SUNY SLO: Describe major concepts and theories of at least one discipline in the social sciences.

        Course SLO 2: Locate, evaluate, and apply relevant social scientific research

    SUNY SLO: Demonstrate an understanding of the methods social scientists use to explore social phenomena.

        Course SLO 3: Investigate a question using the research process of one Social Science discipline

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1.	Social science research and methods.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Individual research paper with mandatory draft(s)	25-50%
2. Final research oral presentation	5-15%
3. Research annotations and/or bibliography	15-25%
4. Individual meetings with Social Science librarian	0-15%
5. Research plan and/or outline	5-15%
6. Data collection and analysis	0-20%
7. Exploratory research article oral reports and classroom discussion	0-20%
8. Attendance/participation	10-25%

VII. Texts – None

VIII. Bibliography of Supplemental Materials - None

IX. Other Learning Resources

Audiovisual: None specified

Electronic:

- Social Sciences Full Text https://web-p-ebscohostcom.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=05b6f309-5f30-47e7-bde8-a57a2d58c1be%40redis
- Gender Studies https://go-gale-com.tc3.idm.oclc.org/ps/start.do?p=PPGB&u=sunytccc
- Diversity & Ethnic Studies https://web-p-ebscohostcom.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=59666915-ee04-470a-9d37-038e24d506ff%40redis
- LGBTQ+ Source https://web-p-ebscohostcom.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=c819e417-0838-4e93-98ba-6c71044173ef%40redis
- Psychology https://go-gale-com.tc3.idm.oclc.org/ps/start.do?p=PPPC&u=sunytccc
- Psychology and Behavioral Studies Collection https://web-p-ebscohostcom.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=6f41a88d-3fe6-4ff5-8bca-183f58e3dd26%40redis

- PsycARTICLES https://web-p-ebscohost-com.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=9f0227d2https://web-p-ebscohost-com.tc3.idm.oclc.org/ehost/search/advanced?vid=0&sid=9f0227d2-37fa-4b0a-b449-28f282ca6c3e@redis37fa-4b0a-b449-28f282ca6c3e%40redis
- eHRAF World Cultures https://ehrafworldcultures-yale-edu.tc3.idm.oclc.org/
- ACLS Humanities E-Book Collection https://www-fulcrum-org.tc3.idm.oclc.org/heb
- JSTOR https://www.jstor.org/
- U.S. History https://go-gale-com.tc3.idm.oclc.org/ps/start.do?p=PPUS&u=sunytccc
- World History https://go-gale-com.tc3.idm.oclc.org/ps/start.do?p=PPWH&u=sunytccc

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.