SOC 601: 01: Sociology Capstone

Dr. Kristin Park

Class Time: TR 11-12:30
Class Location: Patterson 333
Fall, 2017

Office hours: MWF 9:30 - 11 and by appointment
Office: Patterson 301
Office phone: 724-946-7251

Email: kpark@westminster.edu
Campus mailbox: Box 103, or SOC/CJS
Department mailbox in PH 327 (break room)

“Research is formalized curiosity. It is poking and prying with a purpose” - Zora Neale Hurston

Course Description: Welcome! The Capstone courses in the Westminster Plan are designed as an opportunity for you, as a criminal justice studies, sociology or international studies/global development/sociology major, to apply your knowledge and skills to the analysis of a research question. Additionally, you will continue to develop and demonstrate general skills that you have acquired throughout your college career, including clear writing, effective oral communication, appropriate use of technology, information literacy, problem solving, critical thinking, and the ability to work in groups. This course is a seminar in which you are asked to work both independently and collaboratively in an environment of challenge and support. The principle tasks in the course will be to make the necessary revisions to your research proposal that you drafted in the Research Methods class, to execute the research project, to present your work in oral and written professional presentations and to critique the work of your fellow students. We will also have additional class sessions on issues of professional interest to you. I encourage you to communicate your interests related to professional development so I can arrange the appropriate presentations for you.

Student Learning Objectives: At the conclusion of this course you should be able to:

- situate and analyze your research within a larger body of literature that you have also comprehended (revised proposal, draft and final paper, poster);
- select and employ appropriate methodology(ies) for your research question (research instruments draft, revised proposal, draft and final paper, poster);
- model appropriate techniques of data analysis, including possible use of relevant data analysis programs (draft findings and analysis, draft and final paper, poster);
• interpret research findings within a broader theoretical, substantive, methodological, and/or applied context (revised proposal, draft and final paper, poster);
• present your work in oral, written, and visual formats, to an audience, using appropriate technological tools (poster presentations);
• participate in collegial discussions, peer reviews, and critique sessions (in-class peer reviews, formal peer review).

**Required Course Materials: We will consult the following books and readings that you (mostly) already possess:**


**Remember that you may consult the “Library Page,” linked from the course D2L page and created by Library Professor Jamie Kohler, to access course resources.

**Classroom Expectations & Environment:** It is my expectation that you are here to learn. You are at the pinnacle of your undergraduate education; therefore I expect that students will attend all classes, review the assigned readings thoroughly and on time, contribute to large and small group discussions and peer critiques and turn in class assignments on time.

Notify me beforehand if you will be late or need to leave class early. Do not wander out of the classroom while class is in session. Please refrain from using digital devices in the classroom unless you are using them to refer to course readings or materials. Also, audio or video recording of class sessions is strictly prohibited.

This course is structured as a seminar that will largely be focused on student research. Many classes will be focused around peer discussion and constructive critique on the steps of your projects as they unfold (preparing a proposal for IRB approval, creating or refining research instruments, collecting data, interpreting findings, etc.). Attendance at these classes is mandatory and you are expected to share your own research progress and aid your fellow students in their work. Other class periods will be used for
individual consultations with you on your project. See “Class Attendance and Participation” below for further discussion of my expectations of you as a student. The class format is somewhat emergent as I respond to student needs ... so you will need to stay tuned regularly for updates to the class schedule.

**A NOTE ON READINGS:** The course readings and materials, in books or at D2L, are a critical part of the course. You should bring these readings or materials to class, in printed or digital form, so you can consult them at that time. Make sure you bring them in a form where you can read and process them... cell phone access can be challenging in this regard.

**Class or Consultations Cancellation Policy:** If I must unexpectedly cancel class, due to illness of myself or a family member, bad weather or another emergency, please check your email for announcements for the next class period. Sometimes you will be given an assignment to complete using the D2L course page.

Policy on Make-up Work: Unless otherwise indicated, all assignments are due at the beginning of the class period on the specified due date. Assignments submitted before 4:00 on that same day will be docked 5 points, with 10 points subtracted for each day later thereafter. Normally the only acceptable excuses for turning assignments in late without this penalty are medical excuses and family emergencies, for which you need to provide documentation. See the Undergraduate Catalog for further discussion of academic policies on these matters.

Grade Calculation: I will use the gradebook available at D2L. To compute your grade simply multiply the grade that you earned on a particular requirement by the percentage of the grade that it is worth. For example, if you earned an 80 on the Revised proposal you multiply it by .08 which becomes a 6.4. A 75 on your Draft Research Poster, which is worth .04, gives 3 points. An 82 on your draft paper, worth .12, becomes a 9.84. 6.4 plus 3 plus 9.84 = 19.24. Do the same for all your other course requirements and add them up and you will have a number that is a percentage of 100. Put in hypothetical values for remaining requirements to reach the 100 total possible points to get a sense of where you stand. I do not give extra credit opportunities.

**Individuals with Disabilities:** Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of the Office of Disability Resources, located in 209 Thompson-Clark Hall. Phone: 724-946-7192; email: craigfa@westminster.edu.

Other Available Support Services: Westminster College has a variety of support services. One service that may be especially valuable is Professor Jamie Kohler, Faculty
Librarian and Interim Director of the Learning Center. You may be required to attend sessions with a tutor at the Learning Center who will help you improve your writing skills, but voluntary, and sometimes strongly suggested, sessions with writing tutors are also a valuable activity.

**Academic Integrity:** There are few greater rewards in life than being a person of good character. Possessing such a character means that you can look yourself in the eye in the mirror every morning and smile back at the face that greets you, regardless of other problems or challenges that you may be facing.

Part of a good character, and central to the purpose and pursuit of any academic community, is academic integrity. I expect all your work for this course to be conducted according to the highest standards of honesty and integrity.

Academic dishonesty breaks the sense of trust that is central to a vital, educational community like Westminster. Dishonesty in any of these forms will not be tolerated. Students who engage in academic dishonesty face penalties such as failure in the course involved or expulsion from the College. All instances of academic dishonesty will be reported to the Office of the Vice President for Academic Affairs.

In addition, work that you submit in this class may be submitted to Turnitin.com, a plagiarism prevention service that also provides educational information on how to practice honesty in the conduct of research and writing of papers.

For the purposes of this course, I expect you to do **your own work** unless collaboration with others is encouraged, required or deemed permissible for a particular assignment. I also expect you to do **original work** for this course. This means that you may not submit assignments used for another course for the purpose of fulfilling requirements in this course, except when you have advance permission from me and the other instructor to do so. Finally, I expect you to **contribute your fair share of effort** for paired and group work done in the class.

The *College Handbook* and *Handbook for Students* have further discussion of college policies on and procedures for academic integrity. See me if you are unclear about the meaning of any of these policies.

Do see me if you are having personal or academic problems that are interfering with your ability to complete the work for the course.

**Grading Scale:**

- A: 94-100
- A-: 90-93
- B+: 88-89
- B: 84-87
- B-: 80-83
- C+: 78-79
- C: 74-77
- C-: 70-73
- D+: 68-69
- D: 64-67
- D-: 60-63
- F: Below 60
Assignments & Grading. Please pay attention to the submission guidelines for each assignment.

Short Assignments (22% total):

Short presentation and write-up on proposal (2%); Thurs. Aug. 31: A substantial page that outlines a) your research question or focus; b) the expected contribution of your project to our existing knowledge; c) how you are incorporating information (theory, methods, research findings) from your literature review; d) your research design, including any extraordinary ethical protections and e) issues/concerns you would like to discuss with me and your fellow students. Please follow these instructions for posting your report: At the D2L course page, go to Discussions for Short Proposal Write-up. Start a new thread, and enter a subject and some text (“here is my proposal”) and then post, identifying yourself in the labels that you use. Please do this posting by noon on Wednesday, Aug. 30. Any problems: send to me as an email attachment and I'll figure it out.

Detailed timeline for steps of project and plan for executing them (2%); Tues. Sept. 5: Submit a very specific timetable of the remaining steps you need to take through completion of your paper in early December and the dates by which you expect or need these steps to be completed. Do not only incorporate the deadlines on the syllabus but also create your own individualized deadlines for your project. Be very specific about the tasks you need to do (e.g. draft proposal for IRB review; confirm or set up participation of interview subjects; get permission, from whom and how, to distribute surveys in his class; review SPSS procedures for my data analysis, etc....), how you will make them happen and when they need to happen. Include a summary of major revisions needed for your final proposal. I will make available a couple of anonymous exemplary timelines from the past. Believe me, doing this planning will help you sleep better at night :>). Submit to designated D2L Dropbox folder. In general, think of September for proposal polishing and IRB approval, October for data collection and late October to mid-November for data analysis and peer reviews.

Draft or revised draft of research instruments (4%); by noon to D2L Discussions folder with same name on Mon. Sept. 11. This refers to your questionnaire, interview guide, coding sheet for content analysis or general focus for your observational research. If you are doing secondary analysis, outline your variables and the measures that you will use for them. Also, include an informed consent form if needed (see sample at D2L). Be sure to situate your instruments in enough of a methodological context that other students can make sense of them (e.g. “surveys to be submitted to students in these three IP classes”). We will discuss in class on Tuesday, Sept. 12.
IF RELEVANT for you: Thurs. Sept. 14: Final deadline to submit the methods and ethics components of your proposal to the Westminster Institutional Review Board (IRB). This means you should have previously drafted the proposal and met with me about it. Sample past proposals will be posted to D2L.

Professional Resume (2%): to be reviewed by Dr. Park and Career Center. Details forthcoming. Post to D2L Dropbox by Tues Oct. 17.

Complete short ASA resources assignment due as hard copy in class on Tues Oct. 17 (2%).

Research Progress Report on Data Collection and Analysis (4%); Thurs. Oct. 19: You will submit, in outline or narrative form, your progress to date on your data collection and analysis. You also will report on your work to the class. More guidelines will be distributed in class. Submit to designated D2L Dropbox folder.

*Westminster Scholarship Panels Attendance and Report (2%): On Wed. Oct. 25 the College will host a full day of presentations by Westminster faculty on their research or artistic creations in the arts, humanities, social sciences and natural sciences. You are asked to attend ONE session (2 presentations within each session) of your choice and write a 1-2 page (typed, double-spaced) report that addresses the following questions. Due on Thurs. Oct. 26. Bring hard copy to class period to share your reports, and then submit in class.

For each scientific or social scientific project, a) summarize, in your own words, the main focus of the project (research question, thesis, hypotheses); b) summarize the methodology that the research used (it may be explicit or more implicit. In other words, what procedures were used to obtain the research findings?; c) summarize the project’s major findings and d) what questions you asked, or would like to ask, the scholar about his or her project?

For artistic creations or performances, discuss a) where relevant, the themes that are explored (e.g. of a poem); b) the materials used in the creation or performance (e.g. fabric, a piano, props for a theater production); c) your interpretations of the work and what you know or can suggest about the artist’s purposes in the work and d) your reactions to the work, intellectually, emotionally, spiritually and the like.

*Alternative to Scholarship Panels assignment: Attend the Sociology session(s) at the Westminster Professional Networking Symposium on Sat. Sept. 16. Submit to Dr. Park, as an attachment, to office or in dept. mailbox, at beginning of class period on Tues Sept. 19, a 1-2 page summary of what you heard and what you learned from the alumni presentations.
Peer Review of Final Research Poster (4%): You will be paired with a partner and will formally review each others’ final posters. **Carried out during final exam period for the course, from 3-5:30 on Mon. Dec. 11; reviews due to D2L Dropbox by noon on Thurs. Dec. 14.** Review criteria are forthcoming.

**Assignments worth just 2% of your grade will be graded on a S+ (95), S (85), S- (70) or U (60 or lower) basis.

More Major Assignments:  78% total:

Revised Proposal (8%): You are to make revisions to the research proposal you prepared for the Methods class based on the comments suggested by your instructor and by me. Students are usually at different places in terms of how ready they are to embark on their data collection. Some of you will need to do more literature review to inform your own project; others need to mainly focus on elaborating and specifying research design. In addition to incorporating them into your proposal, you are asked to highlight/outline the major revisions that you completed (e.g. added these sources on Symbolic Interactionism to my lit review... added measures for all my variables...). If you do not complete any major revisions, give a rationale for not doing so. **Due to the designated folder at Dropbox by class time on Thurs. Sept. 21.**

Draft of Findings and Analysis Section (6%): The first draft of your research findings and analysis are due to the designated Discussions tab at D2L, or to Dr. Park's mailbox in PH 327, by noon on Wed. Nov. 1. Strong assignments from the past will be provided as examples. **Students will review each others’ work during class on Thurs. Nov. 2.**

First Draft of Final Paper (12%): A first full draft of your final paper is due at class time on Tues. Nov. 21, submitted to the named D2L Dropbox folder. See draft and final paper guidelines attached at the end of the syllabus. Again, highlight or outline any major revisions that you completed since your revised proposal, or your rationale for not completing them.

Draft Research Poster (4%): Post your draft research poster to the designated folder at D2L on Tues Nov 28. I will provide you with timely feedback for your final poster submission.

Final Research Poster (5%): Absolute deadline to submit to designated D2L folder for final printing is Fri. Dec. 1, one week before needed for all-campus presentation (time frame to be confirmed). **Poster session is from 4-6 pm on Friday, Dec. 8 in the Witherspoon Rooms.**
**Final Poster Presentation, during final exam period (8%)**: The final presentation of your research poster to me and your classmates will be on **Monday, Dec. 11 during our final exam period from 3-5:30**. You will complete your peer review at this time.

Both poster presentations, to the larger campus and to me and your classmates, are mandatory to pass the class.

**Final Paper (20%)**: Your final paper is **due by Thurs. Dec. 14 at noon to the named folder at the D2L Dropbox.** This is a later deadline than for the final presentations, but no extensions will be given. See final paper guidelines attached at the end of the syllabus.

*All assignments should use size 12 font and have numbered pages. Hard copy should be stapled. Assignments should generally have a professional presentation. Points may be deducted for not meeting these criteria.*

**Class Attendance and Participation (15%)**: Students are expected to attend and actively participate in all classes and individual consultations. You will be graded on attendance and engagement in class discussions and on your contributions to constructive critiques of the work of your fellow students. I also expect you to actively participate in individual consultations by having reviewed the work that we will discuss beforehand and bringing your questions and comments to our meeting. This grade is based not on simple quantity of contributions but also on the thoughtfulness of your comments and their grounding in solid social scientific principles and methods.

**After two class or individual consultation absences (excused OR unexcused) your grade will be negatively affected.** Please note that this policy applies to both excused (athletic commitments, health issues, family issues) and unexcused absences, so use your absences carefully. If you have more than four absences, for any reason, you will not pass the class. Also, chronic lateness counts as missed classes. Do see me early on if you have exceptional circumstances related to family issues, medical problems or personal difficulties that affect your class attendance and course work.

**Tentative Course Schedule**

**Tues., Aug. 29**

Welcome, and Course Introduction

**Research Proposal Revisions**

**Thurs., Aug 31**

(Class meeting) Brief presentations on your proposal and peer questions and feedback. See instructions above for posting to the D2L
Discussions tab, by noon on Wed. Aug. 30, your project write-up, following guidelines noted above.

Review proposals before class. I will bring printed copies to class

Review syllabus carefully and bring your questions

Individual consultation on proposals (review your last copy with comments and bring your priorities for moving on): Alicia, Courtney C, Skylar

Tues., Sept. 5

Individual consultations on proposals (review your last copy with comments and bring your priorities for moving on): Nate, Alexa, Courtney H

*Submit detailed steps and timeline for project completion to designated D2L folder by class time (only for instructor review)

Work on your IRB proposal, if relevant

Thurs. Sept. 7

Individual consultations on IRB forms, for students needing review

Work on revising your draft research instruments

Tues., Sept. 12

(Class meeting): Peer feedback on your research instruments. Review others’ research instruments before class.

Post copy of your draft research instruments and informed consent form to Discussion tab at course D2L page by noon on Mon. Sept. 11.

Discussion of data collection and attainment issues

Reading: Review and come to discuss Neuman on sampling and data collection or attainment as related to your project
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<tr>
<td>Thurs., Sept. 14</td>
<td>(Class meeting): Peer review of research instruments Requested or required individual consultations on proposal revisions</td>
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<tr>
<td>Tues., Sept. 19</td>
<td>Requested or required individual consultations on revised proposals</td>
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<tr>
<td>Thurs., Sept. 21</td>
<td><em>Revised Proposal Due to named folder at course D2L page.</em> Optional individual consultations</td>
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<tr>
<td>Tues., Sept. 26</td>
<td>Required individual revised proposal consultations</td>
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<td>Thurs., Sept. 28</td>
<td>Required individual revised proposal consultations</td>
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**Data Collection and Analysis**

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<td>Tues., Oct. 3</td>
<td>(Class meeting): Reviewing the concepts and processes of quantitative and qualitative data analysis. First half of class: quantitative review. Second half of class: qualitative review</td>
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<td>Thurs., Oct. 5</td>
<td>Continuation of data analysis discussion, in class period, if needed</td>
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<td>Tues. Oct. 10</td>
<td>Individual consultations as requested or required</td>
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<tr>
<td>Thurs. Oct. 12</td>
<td>(Class meeting) <strong>Session with Career Center on resume writing and your other professional development requests (12:40 time slot)</strong></td>
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<td>Tues Oct 17</td>
<td>Sociology Careers and Graduate Study, cont’d. Individual consultations on research progress reports Submit your resume to designated D2L folder</td>
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Visit http://www.asanet.org/teaching-learning/undergraduate-student-resources and complete, and come prepared to discuss, given assignment

Thurs Oct 19  Submit to D2L Dropbox your research progress report. Present on your progress during class. Work on collecting and analyzing your data!

Review of poster guidelines: begin work on filling in your poster as your project develops

NO CLASSES SAT OCT 21 TO TUES OCT 24: ENJOY YOUR FALL BREAK!

Wed., Oct 25  Attend one Scholarship Panel and write report (see instructions above). Held during all MWF class periods in Witherspoon Rooms

Thurs. Oct. 26  (Class Meeting): Submit your scholarship panel report in class

Discussion of scholarship panels

Required consultations on research progress reports

Tues. Oct. 31  Required consultations on research progress reports

Thurs Nov 2:  (Class meeting) *Submit Draft findings and analysis to Discussions tab at D2L by noon on Wed. Nov. 1

Review of student submissions; discussion and critique of work

Tues. Nov. 7  Continued discussion of draft findings and analyses, if needed

Individual consultations, as requested or required

Thurs. Nov. 9  (Class meeting): Writing a title page, abstract, introduction and discussion and conclusions for final paper

Reading: Review and come to discuss relevant sections of Neuman, “Writing the Research Report”
Tues Nov. 14  Required individual consultations on first draft of paper

Nov 15-18: Congratulations, Alicia, for your poster presentation at the American Society of Criminology meetings in Philadelphia!

Thurs., Nov. 16  Required Individual consultations on first draft of paper

Tues. Nov. 21  *First Draft of Final Paper due to D2L Dropbox

NO CLASSES WED NOV 22 through SUN NOV. 26: Enjoy your Thanksgiving Break!

Tues., Nov. 28  Submit draft research poster to D2L Dropbox by class time

Thurs., Nov 30  Optional individual consultations on posters or papers

Fri Dec. 1  Final submission date for final poster. Please send as email attachment to Dr. Park

Tues. Dec. 5  Individual consultations as requested

Thurs. Dec 7  (Class meeting)
             Wrap-up/final issues
             Student evaluations of class

Fri Dec. 8  *Poster Presentation of Research Project*

             4-6 pm Witherspoon Rooms

Mon. Dec. 11  *Poster Presentations to me and classmates:
              McGill HUB (to be confirmed), from 3-5:30

*Final Paper Due to D2L Dropbox folder by noon on Thurs. Dec. 14

**Peer Review of Final Poster due to Dr. Park’s campus mailbox (PH 327) or to designated D2L Dropbox folder by noon on Thurs. Dec. 14
Capstone Draft and Final Research Paper Expectations and Guidelines

Use appropriate ASA citation guidelines throughout for formatting your paper. Be sure to write the paper in the past tense... change from proposal!

Note: your final paper grade will reflect a combination of your effort (as I perceive it), improvement over time and, most importantly, quality of your final paper. Ignoring suggested instructor and peer review revisions, without discussing with me your reasons for doing so, will significantly lower your final grade.

**Don’t get hung up on page guidelines--- just exhaust the topic in your coverage, without redundancy!

Your final capstone paper should include the following:

Title Page (1 page): See pp. 43 and 90 in ASA Style Guide for proper inclusion and formatting.

Abstract (1/2 page): Your abstract should be one paragraph that is approximately 150-200 words in length, including brief introduction to research topic, research question, general research methods and MAJOR findings.

Introduction (about a page): Your introduction should be a more elaborate version of your abstract including why your research is important (i.e. it fills a gap, it is elaborating on the work of others, etc.). You might cite a few of the leading authors in your introduction. Make it compelling, so the reader wants to learn more.

Literature Review (6-10 pages): Your literature review should include a minimum of ten academic sources related to your research question. The goal of the literature review is to demonstrate to your reader your awareness of what other research has been completed in your research area and thus to establish your own authority. Avoid using one paragraph per author, but instead arrange your literature review by topic. If multiple sources relate to one topic in your literature review you can create a conversation between those authors. I encourage you to use subheadings in your literature review. You will eventually link your results back to the literature review so consider this when organizing this section.

Where appropriate, have a few sentences of summary of what you learned in your literature review.

If you did extensive methodological discussion of your articles in your research proposal, lose that discussion for the final paper. Just have a paragraph at the end that overviews the methods used in your lit review selections.
**Research Design/Methodology (a few pages):** Your methodology section will include the following sections: Research Question(s)/Hypotheses, Sampling, Method or Procedure and Ethical Considerations. Be very detailed in this section and be sure to include your overarching research approach (i.e. positivist). I want to know every decision you made in the research process. I suggest keeping a research methodology journal where you write down these decisions. The goal of your description is that another researcher would be able to replicate your study.

**Results/Findings (page length varies):** This section will present either the results of your quantitative analysis, in narrative form and including tables and graphs, or the presentation of your qualitative research findings in the form of themes and subthemes that are illustrated by quotations or field note excerpts. It is helpful to include tables or maps for qualitative research, though they should be placed in an Appendix (see below).

For quantitative research, remember that you need to present both descriptive statistics and the results of statistical testing of your hypotheses.

**Discussion (1-2 pages):** In this section of your paper you make connections between your results/findings and your literature review. Did your results/findings support the sources you discussed in your literature review or did they refute it? This is the space to discuss this.

**Conclusion (1-2 pages):** Here you summarize your findings and where you can go from here. Include any limitations of your research, suggestions for future research and implications for social policy, as relevant.

**References:** They should be very carefully formatted in ASA documentation style

**Appendixes (they should be “lettered” consecutively as A, B, C, etc.)**

Include a blank copy of your informed consent form, where relevant

Include a blank copy of your research instruments (survey, interview guide, coding sheet for content analysis, etc.).

For **quantitative research:** include the actual surveys that you administered and coded. For content analysis, include your completed coding sheets. Include the codebook that guided your coding process as well. I need to see the data that supports your conclusions.

For **qualitative research** using indepth interviewing and/or participant observation: Include your interview transcripts and, where relevant, field research/participant observation notes. Make sure all real names are omitted. I need to see the data that supports your conclusions. Include any “notes on notes” that detail your identities and
how they were responded to by participants, your emotions around your research setting, challenges that you encountered in obtaining participants, or the like.

*A reminder that some previous Capstone papers are bound and are currently kept in the Sociology/Criminal Justice Studies Conference Room while others are available in online formats. You are welcome to look through these as examples, but please note that not all are “A” quality. I also encourage you to use sociology and criminal justice journal articles to assist you with your writing style and appropriate formatting of your Capstone paper.

**With thanks to Dr. Kristenne Robison, from whom I adapted this syllabus

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**Professional Development Opportunities**

**Research presentation options:**

**Congratulations, Alicia:** Presenting at American Society of Criminology meeting, Nov. 15-18, Philadelphia.  
[https://www.asc41.com/](https://www.asc41.com/)

**Present your research** at the Alpha Phi Sigma (national criminal justice honor society) conference Feb. 15-17, 2018 in New Orleans. Affiliated with the Academy of Criminal Justice Science conference held from Feb 13-17. More details forthcoming.  
[http://www.alphaphisigma.org/annualconference-1.html](http://www.alphaphisigma.org/annualconference-1.html)

**Present your research** as **poster or presentation** at Northeast Ohio Undergraduate Sociology Symposium: Stay tuned for 2018 updates. Takes place in late March or early April; abstract submissions due in mid-January).  

**Present your research** as **presentation** at the North Central Sociological Association conference in Pittsburgh from April 6-7, 2018. Conference theme is “Crime, Punishment and (In)justice.” Deadline for abstract submission is Jan. 10.  

Dr. Chapman and Dr. Park plan to attend and can drive others!

Apply to the **American Sociological Association Honors Program**... to be treated like royalty and get reviews of your work from experts in the field. Attend the annual meeting from Aug. 11-14, 2018 in Philadelphia!
You must be nominated by a SOCJ faculty member and apply by Feb. 15. Alumni who were selected in the recent past: Joe Ritchie and Annalisa Ryding!

http://www.asanet.org/teaching-learning/undergraduate-student-resources/honors-program

**Present your research** at Westminster’s Undergraduate Research and Arts Celebration (URAC), late April, 2018

**Undergraduate research publication options:**

1. *Visions and Revisions*: an undergraduate social sciences journal out of Edinboro University (Professor Chapman is a reviewer).


3. *Sociological Insight*, out of the University of Texas (Mr. Ritchie is a contact)

   [https://repositories.lib.utexas.edu/handle/2152/11227](https://repositories.lib.utexas.edu/handle/2152/11227)


**Sociology and International Studies Capstone Award Criteria:**

- Develop an innovative and engaging research question
- Adequately engage with relevant sociological theory and literature
- Choose “best practices” research methods for research question
- Analyze and interpret research findings within a broader theoretical, substantive, methodological, and/or applied context
- Demonstrate an active sociological imagination. In addition, demonstrate an understanding of the strengths and limitations of sociological analysis
- You are encouraged to present research findings at local, regional, national or international conferences

**Criminal Justice Studies Capstone Award Criteria:**

- Develop an innovative and engaging research question
- Adequately engage with relevant sociological, criminological and/or criminal justice theory and literature
- Choose “best practices” research methods for research question

- Analyze and interpret research findings within a broader theoretical, substantive, methodological, and/or applied context

- Demonstrate an active sociological imagination. In addition, demonstrate an understanding of the strengths and limitations of sociological analysis

- You are encouraged to present research findings at local, regional, national or international conferences