ANT/SOC/SAN 487: Senior Seminar

South Hall 18

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Due to the individualized focus of this course, the class does not have a regular meeting schedule (See the attached course schedule for specific meeting times). You should be spending 7-8 hours per day (40-50 hours per week) on this course. Since we will spend less time than is typical in-class, you are expected to spend substantial amount of this time working independently.

*Capstone: “A culminating set of experiences that captivate, encapsulate, synthesize, and demonstrate learning.” (Rowles, et. al. 2004).*

*“The best undergraduate education for the twenty-first century will be based on a liberal education that produces an individual who is intentional about learning and life, empowered, informed, and responsible….For intentional learners, intellectual study connects to personal life, formal education to work, and knowledge to social responsibility.” (AACU 2002)*

*“What they need...is a quality of mind that will help them to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within themselves...It is this quality [that] may be called the sociological imagination.” (Mills 1959)*

# Course Description

The senior capstone course provides anthropology, sociology and sociology/anthropology majors an opportunity to reflect on their academic career as their attention turns toward their post-baccalaureate future. It is designed to help students synthesize, integrate, and articulate their sociological/anthropological insights and experiences. The course is organized around three major themes: (1) reflection and assessment of one’s academic career, (2) professional development; and (3) a cumulative capstone project.

# Course Objectives

Through the work of this capstone seminar, you will have the opportunity to:

* critically reflect on and synthesize what you have learned in your academic career;
* demonstrate your attainment and integration of Cornell’s Educational Priorities and Outcomes, (especially Knowledge, Inquiry, Reasoning, and Communication);
* collaborate with others and share your work publicly (Citizenship);
* and discover and prepare for the range of opportunities and challenges that await you beyond Cornell (Vocation).

# Course Information

## *Responsibility:*

As a student at a liberal arts college, you are responsible for your own engagement in the academic conversation. This means being a prepared and active participant. This includes reading the syllabus and all the assigned material, but more importantly, this means thinking critically, asking questions, coming to class having formulated your own ideas and responses to the course material, and engaging in respectful dialogue with others. If you do not understand a topic of discussion, an assignment, an evaluation, or have any other questions or concerns, please come and talk with me.

## *Course Accommodations*:

College Policy regarding students with disabilities: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

I would appreciate hearing from anyone in this class who has a particular need related to this course. If you would like to request course accommodations for any reason, see me after the first class or make alternative arrangements to meet with me within the first 3 days of the course. Course accommodations should be requested before there is a failure to meet course requirements.

## *Late Work:*

Without either prior approval or evidence of a serious emergency: late work may be penalized or not accepted. If an extension is needed, please consult with me prior to the assignment deadline.

## *Academic Honesty:*

College Policy--Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is their work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.”

Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Any student in this course who is involved in academic dishonesty will not earn credit for the relevant assignments and may be formally charged with academic dishonesty.

## *Additional Resources*:

There are a number of resources on campus to support your academic work and future career goals. In developing and completing your assignments, I strongly encourage you to utilize the support of Megan Yamanishi, Social Science Consulting Librarian; Jessica Johanningmeier, the Quantitative Reasoning Consultant; Laura Farmer, and other consultants in the Writing Studio; Richard Berg, Academic Technologist; Amy Gullen, Technology Librarian; and Rebecca Sullins and other staff in the Career and Civic Engagement Office. These individuals and offices can provide both basic help as well as advanced guidance to help polish your research, writing, presentation, and professional development skills.

## *Required Course Texts and Resources:*

Readings are accessible via Moodle. We will be sharing and collaborating on work via Google Docs. You should bring your laptop to class everyday.

# Assignments

Assignments are structured around the 3 major “themes” of the Senior Seminar.

1. Reflection on and Assessment of Learning
2. Professional Development
3. Capstone Project

## *Reflection on and Assessment of Learning Assignments*

### **Reflective Writing and Informal Class Presentations**

More details will be provided in class and on Moodle.

### **Reflections on the Major**

The Sociology and Anthropology department asks senior majors to write about their experiences in the department. This request provides you with the opportunity to reflect on the anthropology, sociology, or sociology/anthropology major and provide us with information that is helpful in evaluating the major and improving the experiences of students in the department. You can pull material from other reflections to complete this reflection. This assignment must be completed to receive course credit, but is not graded. I will not review these reflections until after I have submitted final grades for the course. See Moodle for more information. *Due Monday, Week 3.*

## *Professional Development* *Assignments*

### **Individual Advising Session**

You must arrange an individual advising session with someone in the Berry Career Institute. Bring a polished copy of your resume as well as your career exploration data, and, if completed, a draft of your personal statement to this meeting. Depending on your specific interests and needs, they may recommend additional career planning activities.

*You must make an appointment by the end of week 1 and this session must occur before the end of week 3.*

### **Resume**

You should have a resume ready for this class. See the [Berry Career Institute Guide for Resume](http://www.cornellcollege.edu/career-engagement/jobs/resumes.shtml).

### **Career Search Documentation**

Draft a short list of jobs, potential employers, and/or other opportunities (fellowships, internships, volunteer opportunities, further schooling) you might pursue after graduation. Select at least 2 and gather additional information for each:

* Provide specific position information (such as the job ad or position description). Describe the position and what it entails.
* Explain why this opportunity interests you.
* List the knowledge, experience, and skills required.
* Outline steps you might take to get you to your goal (networking, interning, volunteering, education, resume-building etc).
* Describe how your ANT, SOC, or SAN major and/or liberal arts education have prepared you for these opportunities.

*Due Thursday, Week 1.*

### **Informational Interviews**

**I**nformational interviews are an opportunity to learn about a career which interests you, by talking with someone who is working professionally in that field. You will conduct a minimum of 1 interview with an approved individual, ideally a Cornell alum who graduated with a degree in anthropology, sociology, sociology/anthropology, or a related major. You may choose to focus on long-term career goals, transitory experiences (like Americorps), or graduate school possibilities. See the BCI webpage for additional details on [informational interview](http://www.cornellcollege.edu/career-engagement/explore-careers/informational-interviews/index.shtml)s. Do not reach out to alums without discussing possible contacts with either me or Rebecca Sullins.

*Initial request for or list of possible contacts due Friday, Week 1. Interviews should be scheduled no later than Friday, Week 2 and completed by Friday, Week 3. An informal reflective assessment of your findings is due at this time.*

### **Personal Statement**

For this assignment, you will be writing, revising, and editing a personal statement that could be used as a starting point when applying for jobs, fellowships, graduate schools, or other opportunities. In actual applications, these essays should be tailored to the position or program to which you are applying.

Reflect upon, integrate and “make sense” of your academic career, making connections between your experiences (both curricular and extracurricular) and your personal life and career goals. This statement should communicate intellectually “who” you are, the relevance of your education, and your trajectory beyond Cornell College.

*We will begin working on the first draft on Monday, Week 2. A final revised version should be uploaded to Moodle by Wednesday, Week 4.*

## *Capstone Project Assignments*

### **Cumulative Capstone Project**

The final capstone project is a centerpiece of the senior seminar. You must substantially revise and/or reconceptualize work from an earlier course, internship, or research project. This could involve either substantially revising past coursework (i.e making improvement or changing genre); adding on new component to past work (i.e. writing a white paper based on internship or research; adding a quantitative or qualitative components to prior research; develop a public version of prior work); or developing a new project based on past work. Possible Capstone projects include a research paper, white paper, program evaluation, multimedia project, public scholarship, or policy/program review. *The final revised version should be uploaded to Moodle by Wednesday, Week 4.*

### **Research Documentation Journal**

Daily documentation of work-time and progress.

### **Peer Review of Work**

### **Public Presentation**

You will prepare to publicly present your capstone project work as an exhibition, performance, poster, conference presentation, youtube, tedtalk, external class presentation, journal submission, etc. While this presentation does not have to take place during the senior seminar, planning and “artifact” development is expected. *Documentation should be uploaded to Moodle by Wednesday, Week 4.*

### **Capstone Assessment**

*We will discuss a draft of your capstone assessment on Monday, Week 4. Your final assessment should be uploaded to Moodle by Wednesday, Week 4.*

### **Final In-Class Capstone Discussion**

Students will discuss the process of completing as well as what they learned by completing the capstone. More details will be provided in class and/or on Moodle.  *Tuesday, Week 4.*

## Comprehensive Assignments

### **Individualized “Contract”**

Contract specifying individualized seminar work plan. Focused on the cumulative capstone project, this plan will address the work process, documentation process, timeline, goals/outcomes of the project, plans for public dissemination, and the reflection and assessment process. This contract will also outline individualized work plan goals outside of the capstone project focus.

*We will begin to collaboratively develop an individualized work plan on Thursday or Friday, Week 1. This document will guide your seminar work. We will continue to build and discuss this work plan at each individual meeting.*

### **Final Self-Evaluation**

*We will discuss your final self-evaluation (which should be uploaded to Moodle) on Wednesday, Week 4.*

## Evaluation/Grading Process

Work will be evaluated on the basis of completion, engagement (in class, in collaborations and consultations with others, and in the work process), and quality of outcome.

Reflection on and Assessment of Learning (20%)

Professional Development (25%)

Capstone Project (45%)

Individual Allocation (10% to be specified in individualized contract)

In addition, the following assignments must be satisfactorily completed in order to receive credit for this course:

* Individual Contract
* Reflections on the Major
* Personal Statement
* Cumulative Capstone Project
* Capstone Assessment
* Final Self-Evaluation

# **Course Schedule**

Adjustments in readings, assignments, and class schedules may be made if needed as we move through the course.

## **Week 1**

**Monday**

Meeting Times: 1:00-3:00pm

Topic: Developing a Sociological and/or Anthropological Lens

Reading:

* Learning to Learn (pp. 2-5, 10-12, 14-20)
* Mills, The Sociological Imagination
* Lee, Eating Christmas in the Kalahari

Assignments:

Before Afternoon Class: SOC/ANT Imagination Reflection and Assessing your Learning Questions

In-Class: Academic Story Reflection

**Tuesday**

Meeting Times: 9:00-11:00; 1:30-3:00

Topic: AM: Career Explorations

PM: Informational Interviews

Reading:

* Job Hunting in the 21st Century
* What Are They Doing with a Bachelor’ Degree in Sociology
* Networking
* Investigating Employment Opportunities

Assignments Due:

AM:Career Exploration Reflection

**Wednesday**

Meeting Times: 9:00-11:30; 1:00-2:00

Topic: AM: Practicing Anthropology and Sociology

PM: Grant Writing (with Julie Barnes)

Reading:

* Educational Priorities and Outcomes
* Dept. Mission Statement and Outcomes
* Crafting Your Sociological Story (Watch from 10:10-32:00)
* Assigned Reading from Handbook of Practicing Anthropology
  + Organizing Indigenous Performances and Festivals (Ch. 8)
  + Disaster Consulting (Ch.11)
  + Community and Organizational Assessment (Ch. 12)
  + NGO’s (Ch. 13)
  + Multilateral Governmental Organization/World Bank (Ch. 14)
  + Business/ General Motors(Ch. 15)
  + Federal Government/ National Oceanic and Atmospheric Administration (Ch. 16)
  + Medical Health Domain (Ch. 19)
  + International Development (Ch. 20)
  + Advertising and Marketing (Ch. 22)
  + Design and Product Development (Ch. 23)
  + Environment and Resources (Ch. 24)
  + Humanitarian Aid (Ch. 25)
  + Social Researcher (Tales from the Field and Sociological Voyeur--not in handbook)

Assignments Due:

AM: Key Moments of Learning Reflection

In-Class: 5 minute presentation on assigned reading

**Thursday**

Meeting Times: 9:00-11:00; plus individual meeting (either Thursday or Friday)

Topic: AM: Job Search Strategies

PM: Individual Seminar Planning Meeting with Erin (20 minutes)

Reading:

* Identifying Predominant Capacities
* Common Interview Questions
* Sample Behavioral Based Interview Questions
* Questions to Ask in the Interview
* Preparing for a 21st Century Job Hunt with a BA in Sociology

Recommended Resources:

* Careers in Anthropology Website
* The Four Life-Changing Paths of Liberal Arts Graduates
* Job Success 101
* See Career Resources Section on Moodle: ASA [Career Resources for Undergraduate Students](http://www.asanet.org/career-center/careers-sociology), AAA [Resources for Undergraduates](http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1463) & BCI resources

Assignments Due:

AM: Career Search Documentation

AM: Information Interview and Networking Reflection

**Friday**

Meeting Times: 9:00-11:00 plus individual meeting (either Thursday or Friday)

Topic: AM: Advanced Writing and Revising

PM: Individual Seminar Planning Meeting with Erin (20 minutes)

Reading:

* Writing for the Public

Recommended Readings (as relevant to your project):

* Writing Empirical Papers
* How to Write a Winning Grant Proposal
* 10 steps to Writing an Op-Ed

Assignments Due:

AM: Capstone Project Planning Reflection

## **Week 2**

**Monday**

Meeting Times: 1:00-3:00 plus Individual Meetings with Erin (½ hour on Monday or Tuesday)

Topic: AM: Writing Personal Statements

Individual Meetings: Review Individualized Contract

Reading:

* How to Write a Great Statement of Purpose
* Personal Statement Help Sheet
* Personal Statement Examples #1 and #2

Assignments Due:

AM: Refine Key Moments of Learning Reflection and/or Academic Story Reflection. (*Goal: to understand how your academic and co-curricular experiences guide who you are, the way you make sense of the world, and the implications for your future path so that you can better communicate your professional identity and goals with others.)*

Individual Meeting: Individualized Contract

**Tuesday**

Meeting Times: Work Day plus Individual Meetings with Erin (½ hour on Monday or Tuesday)

Topic: Individual Meetings: Review Individualized Contract

**Wednesday**

Meeting Times: 9:00-11:00

Topic: AM: Revising Personal Statements

Reading:

Personal Statement Example #3 First Draft

Assignments Due:

AM: Draft of Your Personal Statement

**Thursday and Friday**

Meeting Times: Individual Meetings with Erin (20 minutes on either Thursday or Friday)

Work Day; Set up meetings with other consultants as needed

Assignments Due:

Material to review/work on in meeting

Informational Interviews should have been scheduled

### **Week 3**

**Monday**

Meeting Times: Individual Meetings with Erin (½ hour)

Work Day; Set up meetings with other consultants as needed

Assignments Due:

Reflection on the Major

Material to review/work on in meeting

**Tuesday**

Meeting Times: 1:00-3:00 (in Ringer Dining Room, Thomas Commons--Feel free to bring lunch)

and Individually Arranged

Topic: PM: Americorp and Service Opportunities (With Sam Hebel from the CEO and Aaron Sayer from Matthew 25 and Daniel Luepke from Green Iowa)

Individually Arranged: Peer Review

Reading:

**\***Peer’s work (to prepare for peer review)

Assignments Due:

PM: Public Sociology/Anthropology Assignment

**Prior to Peer Meeting:** Provide work and peer “feedback requests” for peer review to group at agreed upon time prior to meeting

**At Peer Meeting:** Feedback on peer’s work

**Wednesday**

Meeting Times: Work Day; Set up meetings with Erin and other consultants as needed

**Thursday**

Meeting Times: 1:00-3:00 (in Ringer Dining Room, Thomas Commons--Feel free to bring lunch)

and Individually Arranged

Topic: Community Development and Grant Program Management (with Rochelle Naylor from the Greater Cedar Rapids Community Foundation)

Individually Arranged: Peer Review

Reading:

**\***Peer’s work (to prepare for peer review)

Assignments Due:

**Prior to Meeting:** Provide work and peer “feedback requests” for peer review to group at agreed upon time prior to meeting

**At Meeting:** Feedback on peer’s work

**Thursday Evening: Networking Event with Alum**

**6:00-8:00 pm in Russell Science Center 4th Floor North Lobby**

**Friday**

Meeting Times: Individual Meetings with Erin (½ hour)

Work Day; Set up meetings with other consultants as needed

Assignments Due:

Material to review/work on in meeting

Informational Interviews Report

Must have met with someone in BCI by end of week 3

### **Week 4**

**Monday**

Meeting Times: Individual Meetings with Erin (½ hour)

Topic: Capstone Assessment

Assignments Due:

Material to review/work on in meeting

Draft of Capstone Assessment

**Tuesday**

Meeting Times: 9:00-12:00

Topic: Course Wrap-up

Assignments Due:

Short Informal (~5-10 minute) presentation on Capstone

**Tuesday or Wednesday**

Meeting Times: Individual Meetings with Erin (20 minutes)

Topic: Self-Evaluation

Assignments Due:

BringSelf-Evaluation to individual meeting

All Work completed and uploaded to Moodle prior to meeting

## **Advice from past students**

* I think having an open mind and really look back to understand what the past 4 years have been about. Being open to discover new things and piecing things together is important throughout this block.
* Make this experience unique to you. This is the time you are able to focus on your career interests and where it is you are headed after you graduate. You don’t get the time to do this often, so don't take it for granted,. Have fun and make it worth your while. Reflecting so much may feel tedious at times, you may think you are being asked the same questions over and over and overs. But it is to actually get you thinking and make sure you aren’t putting it off.
* My advice would be not to worry about this course. Going into the class I thought it would be stressful, but it wasn’t. As long as you do the assignments and care about your project, the class was fun.
* Choose something you are interested in for your project. Think critically on the assignments; it will benefit you in the long run. Take advantage of the networking event.
* Utilize the assignments and this class fully and get the most out of it that you can.
* Set a reasonable timeline for yourself and follow it; take advantage of all the opportunities for feedback.
* Give a lot of early thought to what you will be writing.
* Pick your project early and keep to your schedule. Plan for life to happen; you will get behind otherwise.
* Pace yourself You’re going to be successful if you make sure to give yourself time. If you start things early, you’ll have time to correct course if something goes wrong.
* Set daily goals and stick to it--you get what you put into this course. Don’t procrastinate, seriously. Do your work.
* Stay on top of your work. Don’t slack off and get behind. Take the work seriously-even if you don’t want to.
* Make a detailed schedule and follow it.
* Work at being self-motivated. Prioritize capstone and career development equally.
* I would advise students to prioritize the job search and the final project as equally as possible.
* Prioritize what is most relevant to your path.