



**SOC 3480-090-Environmental Sociology Fall 2021**

**VENUE: ONLINE (CANVAS)**

**Credit Hours: 3**

**Instructor:** Lazarus Adua, PhD

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**Office Hours:** Wednesdays, 11:00AM-NOON PM (Via Zoom)

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## **COURSE DESCRIPTION, GOAL AND OBJECTIVES**

How do sociologists (or social scientists, more generally) conceptualize and understand the human-environment relationship? To what extent are human systems influencing ecosystems or the physical environment and the vice versa? What are some of the social consequences of anthropogenic (human-induced) environmental change? How are social systems responding to anthropogenic environmental disruptions and/or their associated social consequences? The primary goal of this course (SOC 3480) is to address these important questions.

Environmental sociology is a subdiscipline of sociology that focuses on the interrelationships between human systems and the environment. The course is designed to address four specific objectives, which give form to its four primary learning modules. By the end of the semester (or course), students should be able to:

1. identify and explain sociological perspectives on the environment and environmentalism;
2. identify and discuss systemic (socio-structural) drivers of environmental disruption/change;
3. identify and discuss some social consequences of environmental disruptions;
4. explain the ways in which society is attempting to remediate human-caused environmental disruptions; and
5. conduct sociological research related to the environment.

Consistent with the central nature of sociology, the ultimate goal of this class is to bring students to the point where they can critically analyze or appreciate the human-environment interactions.

## **REQUIRED TEXTBOOKS AND OTHER READING MATERIAL**

1. Twenty Lessons in Environmental Sociology, by Kenneth A. Gould and Tammy L. Lewis
  - Publisher: Oxford University Press, USA (2<sup>nd</sup> Edition 2015)
  - Language: English
  - ISBN: 9780199325924
  - Note: Older/other editions will do
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2. Environment and Society: Human Perspectives on Environmental Issues, by Charles Harper and Monica Snowden
  - Publisher: Routledge (6<sup>th</sup> Edition, 2017)
  - Language: English
  - ISBN: 9781138206496
  - Note: Older/other editions will do
3. The Other readings (supplementary readings) will be available online (Canvas)

## COURSE REQUIREMENTS

1. **Self-Introduction –20pts (2.5%)**: Use the *Self-Introduction Discussion* page available on Canvas to introduce yourself to the class. This has to be accomplished within the first week. All you need to do is take and post an introduction video (about 1 minute long) to Canvas (Self-Introductory Discussion). See more instructions on Canvas.
2. **Quizzes -200pts (25%)**: There will be a total of 12 quizzes over the course of the term. These quizzes are meant to test your understanding of materials covered. Each quiz is worth 20 points. Each student's two (2) lowest quiz scores will be dropped at the end of the term.
3. **Discussion –130pts (16.25%)**: Each student will be required to participate fully in 2 online (Canvas-based) discussions. Discussions will open and close within some predetermined time; a schedule of the discussion exercise is provided on Canvas. While I don't plan to actively participate in the discussions, I intend to actively monitor each of them. Detailed information and directions about each discussion is posted to Canvas. Each discussion exercise is worth 50 points.
4. **The One Examination –250pts (31.25%)**: There will be a comprehensive examination following the completion of Module #3. The examination will cover all of the contents of Modules 1-3. It will be made up of a combination of multiple-choice and fill-in-the-blank questions. The examination will be available for a duration of one week.
5. **Gains Report –50 points (6.25%)** Each student will be required to complete and submit bullet points of the most important things he/she learned in the class. I am not asking you to simply list the topics covered, but what you have learned. So, if you simply list the topic covered in the class, you will be awarded 0 points for this exercise. You will be required to provide up to ten (10) bullet points, but no less than five (5).
6. **Research Project –150pts (18.75%)**: There will be a final research paper. You will work in small groups of 3-5 students on a self-selected research question/topic. You will be provided guidance on doing this throughout the semester. I have listed below benchmark assignments you must complete by the due dates provided as you work through this project
  - a Research ethics certification (individual activity)—15pts.
  - b Topic selection for approval (group activity)—5pts.
  - c Annotated bibliography (group activity)—10pts.
  - d Draft introduction to research project (group activity)—10pts.
  - e Draft methods (group activity)—10pts.
  - f Complete research report (group activity)—100pts.

**Note:** Benchmark activities b-e will/could serve as input for your final research paper. I have attached at the end of this syllabus guidelines for your final paper. At the end of the semester, you will each get the chance to evaluate how effectively others in your team participated in this project. Students identified by several of their group members as haven't not participated effectively may not receive all of the points awarded to the group. Such students could receive as low as 0pts.

## Summary Table of Course Requirements:

Requirement	Number	Points Per Each	Total	
			Points	Percent
Self-Introduction	01	020	020	2.50
Quizzes (Drop 2 Lowest)	12	020	200	25.00
Discussion Exercises	02	065	130	16.25
The One Examination	01	250	250	31.25
Gains Report	01	050	50	6.25
Research Project	01	150	150	18.75
Total			800	100.00

## Grading Scale

Grade	Points	Percent
A	930-1000	93.00-100.00
A-	900-929	90.00-92.99
B+	870-899	87.00-89.99
B	830-869	83.00-86.99
B-	800-829	80.00-82.99
C+	770-799	77.00-79.99
C	730-769	73.00-76.99
C-	700-729	70.00-72.99
D+	670-699	67.00-69.99
D	630-669	63.00-66.99
D-	600-629	60.00-62.99
E	< 600	< 60

## CLASS POLICIES

- Student Conduct:** When **respect** breaks down, the learning process can be seriously impaired. Acts that can lead to break down in respect include: acting without decorum toward others and using threatening and/or vulgar language against others. There are many other acts that may lead to breakdown in respect. In essence, we must all endeavor to be respectful to each other. Let's treat each other with decorum; it is the right thing to do. I expect you to abide by the university's students code of conduct.
- Late Policy for Assignments\*:** All assignment must be completed by the due date. Students who miss a due date should contact me within 24 hours or as soon as they can safely do so. If you know ahead of time that you will not be able to complete an assigned task by the due date, you must provide a week's notice with written documentation.  
\*Exigent circumstances will be considered.
- Participation:** We expect regular and timely participation in all class activities online.
- Canvas and U-Mail:** All course resources and announcements will be posted on the course website (Canvas), and sent via university assigned emails. Students have access to these resources through their unid. Students are responsible for regularly checking Canvas and Umail. Technical support is provided via [classhelp@utah.edu](mailto:classhelp@utah.edu) or 801-581-6112.

### **Academic Misconduct:**

Per University of Utah regulations (Policy # 6-400), any student who engages in academic misconducts, as defined in Part I.B and which include (but not limited to) cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>). Each of you must endeavor to avoid any and all forms of academic misconduct. Here is my plea. If you are not sure an action (or inaction) constitutes academic misconduct, do not hesitate to ask me or your teaching assistant. Our goal in this class is to help you achieve your goal(s) for enrolling in the class while upholding academic integrity.

### **Sexual Harassment:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, **801-581-8365**, or the Office of the Dean of Students, 270 Union Building, **801-581-7066**. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, **801-581-7776**. To report to the police, contact the Department of Public Safety, **801-585-2677(COPS)**.

### **ADA Notice: Reasonable Accommodation**

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternate format with prior notification to the Center for Disability Services.” <http://www.oeo.utah.edu/ada/guide/faculty/>.

### **Campus Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **R-1 statement**

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

## COURSE SCHEDULE

### INTRODUCTION

WEEK	TOPIC	TASKS & DUE DATES
<b>1: Starts Monday 08/23</b>	<p><b>Introduction, Syllabus Review, and Definition of Environmental Sociology</b></p> <p><b>Reading:</b> An Intro. to Environmental Sociology (Twenty Lessons); Lesson 1 (Twenty Lessons); Catton and Dunlap, 1978 (Canvas); and Dunlap, 2010 (Canvas), Pp. 19-22</p>	<ol style="list-style-type: none"> <li>1. Introduce yourself to the class: Due on Saturday, 08/28/21 @11:59PM</li> <li>2. Thoroughly review the syllabus</li> <li>3. Complete the required reading</li> <li>4. Optional: Watch lecture video</li> <li>5. Complete Quiz #1: due on Saturday, 08/28/21 @11:59PM</li> </ol>

### LEARNING MODULE 1: SOCIOLOGICAL PERSPECTIVES ON THE ENVIRONMENT

#### Associated Course Objective and Assessments

1. **Objective:** Once this module is fully covered, students should be able to identify and explain sociological perspectives on the environment and environmentalism
2. **Assessments:** Discussion #1; Quizzes #2, #3, and #4; and The One Examination

WEEK	TOPIC	TASKS AND DUE DATES
<b>2: Starts Monday 08/30</b>	<p><b>1). THE HUMAN ECOLOGY PERSPECTIVE</b></p> <p><b>Readings:</b> Dunlap, 1983 (Canvas); Adua et al. 2016 (Canvas)</p> <p><b>2). NEO-MARXIST: ECOLOGICAL MARXISM AND TREADMILL OF PRODUCTION</b></p> <p><b>Readings:</b> Lesson 2 (Twenty Lessons); and Adua et al., 2016 (Skim the relevant section)</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Quiz #2 due on Saturday, 09/04/21 @11:59PM</li> <li>4. CITI workshop certification due Sunday, 09/05/21 @11:59PM</li> </ol>
<b>3: Starts Monday 09/07</b>	<p><b>1). NEO-MARXIST: WORLD-SYSTEMS THEORY AND ECOLOGICAL UNEQUAL EXCHANGE</b></p> <p><b>Readings:</b> Hornborg, 1998 (Canvas); Rice, 2007 (Canvas); and Lesson 2 (Twenty Lessons –quick skim)</p> <p><b>2). MARXIST: METABOLIC RIFT</b></p> <p><b>Readings:</b> Foster, 1999 (Canvas)</p> <p><b>Note:</b> Discussion #1 becomes available from Monday</p> <p><b>***Note:</b> Monday, September 7 is Labor Day Holiday → No classes</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Complete Quiz #3: Due on Saturday, 09/11/21 @11:59PM</li> <li>4. Topic selection due on Sunday, 09/12/21 @11:59PM</li> <li>5. Discussion #1 due on Sunday 09/12/21 @11:59PM</li> </ol>

<p><b>4:</b> <b>Starts Monday</b> <b>09/13</b></p>	<p><b>1). NEO-LIBERAL THEORY: ECOLOGICAL MODERNIZATION</b></p> <p><u>Reading:</u> Mol et al., 2009 (Canvas); Lesson 2 (Twenty Lessons –quick review will do); Adua et al., 2016 (Skim the relevant section)</p> <p><b>2). ENVIRONMENTAL ATTITUDES AND BEHAVIOR: THE VBN PERSPECTIVE</b></p> <p><u>Readings:</u> Dietz, 2015 (Canvas); and Dietz et al., 2007 (Canvas)</p> <p>Note: Applied Exercise 1 now available</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Quiz #4 due on Saturday, 09/18/21 @11:59PM</li> </ol>
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**LEARNING MODULE 2:  
SYSTEMIC DRIVERS OF ENVIRONMENTAL  
DISRUPTION/PROBLEMS**

**Associated Course Objective and Assessments**

1. **Objective:** Once this module is fully covered (i.e. Module 2), students should be able to identify and discuss systemic (socio-structural) drivers of environmental disruption/change. This includes being able to identify and characterize some of the most vexing environmental problems afflicting our world today.
2. **Assessments:** Quizzes #5, #6, #7, and #8; and The One Examination

<b>WEEK</b>	<b>TOPIC</b>	<b>TASKS AND DUE DATES</b>
<p><b>5:</b> <b>Starts Monday</b> <b>09/20</b></p>	<p><b>SURVEY OF ENVIRONMENTAL PROBLEMS</b></p> <p><u>Readings:</u> Chapter 1 (Environment and Society, skim); Chapter 2 (Environment and Society); Chapter 3 (Environment and Society); and Doucette (<a href="http://www.rollingstone.com/culture/features/an-ocean-of-plastic-20091029">http://www.rollingstone.com/culture/features/an-ocean-of-plastic-20091029</a>)</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Complete Quiz #5: Due on Saturday, 09/25/21 @11:59PM</li> </ol>
<p><b>6:</b> <b>Starts Monday</b> <b>09/27</b></p>	<p><b>1). THE STATE AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</b></p> <p><u>Reading:</u> Lesson 3 (Twenty Lessons)</p> <p><b>2). PRODUCTIVITY GAIN AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</b></p> <p><u>Readings:</u> Lesson 4 (Twenty Lessons)</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Complete Quiz #6: Due on Saturday, 10/02/21 @11:59PM</li> <li>4. Annotated bibliography due on Sunday, 10/03/21 @11:59PM</li> </ol>
<p><b>7:</b> <b>Starts Monday</b> <b>10/04</b></p>	<p><b>1). TECHNOLOGY AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</b></p> <p><u>Readings:</u> Lesson 7 (Twenty Lessons); and Dunlap and Michelson, 2002 (Canvas)</p>	<ol style="list-style-type: none"> <li>1. Complete the assigned readings</li> <li>2. Optional: Watch lecture video</li> <li>3. Complete Quiz #7: Due on Saturday, 10/09/21 @11:59PM</li> </ol>

	<p><b>2). POPULATION AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</b></p> <p><b>Readings:</b> Lesson 8 (Twenty Lessons); and Chapter 5 (Environment and Society)</p>	
<p><b>8: Starts Monday 10/11</b></p>	<p>-----Fall Break: No Classes-----</p>	<p>-----Fall Break: No Classes-----</p>
<p><b>9: Starts Monday 10/18</b></p>	<p><b>1). ENERGY PRODUCTION AND CONSUMPTION AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</b></p> <p><b>Readings:</b> Lesson 9 (Twenty Lessons); Chapter 4 (Environment and Society)</p> <p><b>2). INDIVIDUAL RATIONAL BEHAVIOR – SOCIAL DILEMMA (AKA TRAGEDY OF THE COMMONS)</b></p> <p><b>Readings:</b> Garrett Hardin, 1968 (Canvas); Alecia M. Spooner (Real life examples of TOC →<a href="http://www.dummies.com/how-to/content/ten-reallife-examples-of-the-tragedy-of-the-common.html">http://www.dummies.com/how-to/content/ten-reallife-examples-of-the-tragedy-of-the-common.html</a>)</p>	<p>1. Complete the assigned readings 2. Optional: Watch lecture video 3. Complete: Quiz #8: Due on Saturday, 10/23/21 @11:59PM 4. Draft introduction to research project due on Sunday, 10/24/21 @11:59PM</p>

**LEARNING MODULE 3:  
SOCIAL CONSEQUENCES OF ENVIRONMENTAL DISRUPTION/PROBLEMS;  
AND CLIMATE CHANGE DENIAL IN THE U.S.**

Associated Course Objective and Assessments (see above)

- Objective:** Once this module is fully covered (i.e. Module 3), students should be able to identify and discuss some social consequences of environmental disruptions
- Assessments:** Discussion #2; Quizzes #9 and #10; and The One Examination

WEEK	TOPIC	TASKS AND DUE DATES
<p><b>10: Starts Monday 10/25</b></p>	<p><b>1). ENVIRONMENTAL INEQUALITY AND JUSTICE</b></p> <p><b>Readings:</b> Lesson 10 (Twenty Lessons); Shriver and Webb, 2009 (Canvas)</p> <p><b>2). SOCIAL AND ENVIRONMENTAL IMPACTS OF INDUSTRIALIZED AGRICULTURE</b></p> <p>Readings: Lesson 13 (Twenty Lessons); and CAFOs (Canvas)</p>	<p>1. Complete the assigned readings 2. Optional: Watch lecture video 3. Start researching your final paper and putting your thoughts together. 4. Complete Quiz #9: Due on Saturday 10/30/21 @11:59PM</p>
<p><b>11: Starts Monday 11/01</b></p>	<p><b>1). VULNERABILITY AND SOCIAL IMPACTS OF ENVIRONMENTAL DISRUPTION OR PROBLEMS</b></p>	<p>1. Complete the assigned readings 2. Optional: Watch lecture video 3. Continue working on your final</p>

	<b>Readings:</b> Lesson 14 (Twenty Lessons); and Alario and Freudenburg, 2010 (Canvas)	paper 4. Complete Quiz #10: Due on Saturday, 11/06/21 @ 11:59PM
<b>12: Starts Monday 11/08</b>	<b>1). HEALTH IMPACTS OF CLIMATE CHANGE;</b> <b>Readings:</b> Haines et al., 2006 (Canvas) <b>Note:</b> Discussion #2 becomes available from Monday <b>2). DENIAL OF CLIMATE CHANGE: WATCH <a href="#">CLIMATE OF DOUBT</a></b> <b>The One Examination Available from 11/08/2021</b>	1. Complete the assigned readings 2. Optional: Watch lecture video 3. Continue working on your final paper 4. Watch <a href="#">Climate of Doubt</a> and complete Discussion #2 by Sunday, 11/14/21 @ 11:59PM 5. <i>The One Examination</i> now available: <b>Due Sunday 11/14/21 by 11:59PM</b>

### LEARNING MODULE 4:

#### SOCIAL RESPONSE TO ENVIRONMENTAL DISRUPTION/PROBLEMS

1. **Objective:** Once this module is fully covered (i.e. Module 4) students should be able to:
  - a. explain the ways in which society is attempting to remediate human-caused environmental disruptions, including the role of the EPA;
  - b. engage in sociological research on issues pertaining to the environment (Note: this actually applies to all modules)
2. **Assessments:** Quizzes #11 and #12; and Final Research Paper (Group)

WEEK	TOPIC	TASKS AND DUE DATES
<b>13: Starts Monday 11/15</b>	<b>1). ENVIRONMENTAL MOVEMENT AND ACTIVISM</b> <b>Readings:</b> Lesson 16 (Twenty Lessons); Chapter 8 (Environment and Society); and Cable and Benson, 1993 (Canvas) <b>2). MARKETS AND GOVERNMENT POLICY</b> <b>Readings:</b> Chapter 7 (Environment and Society)	1. Complete the assigned readings 2. Optional: Watch lecture video 3. Continue working on your final paper 4. Complete Quiz #11: Due on Saturday, 11/20/21 @11:59PM
<b>14: Starts Monday 11/22</b>	<b>MITIGATION OF AND ADAPTATION TO ENVIRONMENTAL (CLIMATE) CHANGE</b> <b>Readings:</b> Reading: Gardner and Stearn, 2010 (Canvas); and Dietz et al. 2009 (Canvas) <b>Note:</b> <b>This is a short week due to Thanksgiving</b>	1. Complete assigned reading 2. Optional: Watch lecture video 3. Continue to work on your final paper (you should be drafting it by now) 4. <b>Note:</b> A few questions from the material covered this week are added to Quiz #12 in Week 15. 5. Draft methods due on Sunday, 11/28/21 @11:59PM.



<p><b>15</b> <b>Starts Monday</b> <b>11/29</b></p>	<p><i>Sustainable Development</i></p> <p><u>Reading</u>: Lesson 20 (Twenty Lessons); and Lele, 1991 (Canvas)</p>	<ol style="list-style-type: none"> <li>1. Complete assigned reading</li> <li>2. Optional: Watch lecture video</li> <li>3. Continue to work on your final paper (you should be drafting it by now)</li> <li>4. Complete Quiz #12: Due on Wednesday, 12/04/21 @ 11:59PM (<b>Note:</b> Quiz 12 include question from Week 14 reading material)</li> </ol>
<p><b>16:</b> <b>Starts Monday</b> <b>12/06</b></p>	<p><i>No-questions-asked</i> make-up period. Make-up assignments/tasks completed during this period will be graded at 90% credit. You must complete make-up assignment(s) by the due date, <b>12/09/21</b></p> <p>Friday, December 10 is <b>Reading Day</b></p>	<ol style="list-style-type: none"> <li>1. Work on your final paper (You should have a full draft by now, so most of your effort will be reviewing it for accuracy, consistency and language)</li> <li>2. Complete any missed assignments/tasks you will like to complete by 11:59PM on Thursday, 12/09/21</li> <li>3. <i>Gains report</i> due by 11:59PM on Thursday, 12/09/21.</li> </ol>
<p><b>17:</b> <b>Starts Monday</b> <b>12/13</b></p>	<p><b>EXAM WEEK: Research Project Final Paper</b></p>	<p><b>Submit Research Project Final Paper by Wednesday, 12/15/21 @ 11:59PM</b></p>

For Important University deadlines, visit: <https://registrar.utah.edu/academic-calendars/fall2021.php>

## SCHEDULE OF COURSE REQUIREMENTS AND DUE DATES

*Note: These tasks are ordered by due date, not by assignment category*

<b>Tasks</b>	<b>Due Date</b>	<b>Submission</b>	<b>Points</b>
<i>Self-Introduction</i>	Sat., 08/28/21 @11:59PM	Canvas	20
<i>CITI Certification</i>	09/05/21 @11:59PM	Canvas	15
<i>Quizzes (Drop 2)</i>			200
#1	Sat., 08/28/21 @11:59PM	Canvas	20
#2	Sat., 09/04/21 @11:59PM	Canvas	20
#3	Sat., 09/11/21 @11:59PM	Canvas	20
#4	Sat., 09/18/21 @11:59PM	Canvas	20
#5	Sat., 09/25/21 @11:59PM	Canvas	20
#6	Sat., 10/02/21 @11:59PM	Canvas	20
#7	Sat., 10/09/21 @11:59PM	Canvas	20
#8	Sat., 10/23/21 @11:59PM	Canvas	20
#9	Sat., 10/30/21 @11:59PM	Canvas	20
#10	Sat., 11/06/21 @11:59PM	Canvas	20
#11	Sat., 11/20/21 @11:59PM	Canvas	20
#12	Sat., 12/04/21 @11:59PM	Canvas	20
<i>Discussions</i>			100
#1	Sun., 09/12/21 @11:59PM	Canvas	65
#2	Sun., 11/14/21 @11:59PM	Canvas	65
<i>The One Examination</i>	Sun., 11/14/21 @11:59PM		250
<i>Gains Report</i>	Thur., 12/09/21 @11:59PM	Canvas	50
<i>Group Research Project</i>			150
Topic selection for approval	Sun., 09/12/21 @11:59PM	Canvas	05
Annotated bibliography	Sun., 10/03/21 @11:59PM	Canvas	10
Draft introduction	Sun., 10/24/21 @11:59PM	Canvas	10
Draft methods	Sun., 11/28/21 @11:59PM	Canvas	10
Final Research Paper	Wed., 12/15/21 @11:59PM	Canvas	100

### DISCLAIMER:

While I will endeavor to stick to this syllabus, I reserve the right to be able to make changes I deem necessary for the enhancement of teaching and learning in the class. I will consult the class before making any such modifications to the syllabus. There may be dating error in the schedule; if you notice any, alert me to it.

## SUGGESTED TEMPLATE FOR RESEARCH PAPERS (About 10 pages)

**Note:** Grading for this paper will follow the format provided below or a similar variation of it.

**Cover/Title Page:** Your paper must have a cover page providing the title of the study and the authors.  
**Maximum 5 points**

### 1. Introduction

*Explain the topic you are working on. What is the research question? That is, what topic or variable do you want to explain? What are your dependent and independent variables if you are doing quantitative research (survey and secondary data). Explain why this is an important topic. You may be able to cite other studies to justify yours or help state its importance. This should be about 1.5-2.5 pages long (Double-line spacing; Times New Roman font size 11 or 12) →Maximum 15 points if well executed*

### 2. Review of the literature

*Describe what the existing literatures says about the topic the group is investigating. For this project, review about 10 previous studies (certainly no less than 7), five of which must be peer review journal articles. Do not simply describe each article. Instead, summarize and integrate the chosen literature in a single, coherent writing. Note what the contribution of your paper to the existing literature will be. This should be about 2.5-3.5 pages long (Double-line spacing; Times New Roman font size 11 or 12). →Maximum 20 points if well executed.*

### 3. Data and Methods

- *Describe the source of your data and the sample size. Is the data from a random or non-random sample? Identify and describe the original source of the data, especially if using secondary data. If the group is collecting its own data, explain how it is done.*
- *Describe how each of your variables is measured –Provide a table of descriptive statistics (percentages/proportions and means with standard deviation) that you can refer to. Insert your table(s) in an appropriate space within the paper, preferably close to the text that makes reference to it (Do not quarantine them to the end of the paper). Your table must have a title, like Table 1: Descriptive Statistics for Variables Analyzed.*
- *Briefly describe how the group will analyze the data. This should be about 1.5-3.5 pages long (Double-line spacing; Times New Roman font size 11 or 12) →Maximum 15 points if well executed*

### 4. Results

- *Bivariate Relationships [If using quantitative data]: Present bivariate analysis of each of your independent and the dependent variables. Remember to interpret your results, noting whether the relationships are significant or not. If possible, present your results in a table(s). If you use a table, be sure to refer to it in your presentation of the results. Insert your table(s) in an appropriate space within the paper, preferably close to the text that makes reference to it (Do not quarantine them to the end of the paper). Your table must have a title, like Table [No.]: Title. Feel free to use graphs/charts here instead of tables; remember to refer to any charts/graphs used in your verbal description of the results.*
- *Multiple Regression Relationship [this is not required, but highly recommended]: Present your multiple regression analysis of the influence of your explanatory and control variables on the dependent variable. Be sure to interpret each regression coefficient. Are they significant? Are they negatively or positively related to the dependent variable? Present your regression results in a Table and make reference to this table when describing your coefficients. Insert your table(s) in an appropriate space within the paper, preferably close to the text that makes reference to it (Do not quarantine them to the end of the paper). Your table must have a title, like Table [No.]: Title. Let me know if you need help with conducting regression analysis.*

- *If you are using qualitative data, I strongly encourage you to refer to materials on how to analyze and present qualitative data (I can help you find the material, but you may also contact Dale Larsen, our Librarian [dale.larsen@utah.edu] for help).  
This should be about 4-6 pages long (Double-line spacing; Times New Roman font size 11 or 12)→Maximum 25 points if well executed*

## **5. Conclusion**

*Provide a summary of your findings. If you stated any hypotheses, note whether or not they are supported by the data you analyzed. Do your findings confirm the findings of previous studies based on the literature review you conducted? Identify and briefly note the most important or noteworthy finding of your research. Also, note any limitations to your study and the way forward (Note: Every study has some limitations)*

*This should be about 1.5-2 pages long (Double-line spacing; Times New Roman font size 11 or 12)  
→Maximum 15 points if well executed*

## **6. References**

*What references did you use/consult? Use the APA or ASA citation style. Be consistent with whatever style you choose to use. 10 academic references required.*

*→Maximum 5 points if well executed*

## **Miscellaneous: About Tables**

Number your tables consecutively and provide each with a title describing the information it contains. Illustration:

Table 1: Summary Statistics for Variables Analyzed in the Study

Table 2: Bivariate Relationships between the Explanatory and Dependent Variables

Table 3: Multiple Regression Results of the Influence of Var1, Var2, Var3, Var4, and Var5 on Var0