

**SOC 302: Social Problems**  
**Professor Adilia James**  
**FINAL PAPER GUIDELINES**

You must write a literature review on a contemporary, US-based social problem related to residential segregation. You will use ArcGIS software to create maps that help the reader understand the scope of the social problem and evaluate the efficacy of your proposed solutions. During our final exam period, you will give a presentation of your paper to the class.

**I will reduce the grade for a research paper assignment by 10% each day that it is late. You will receive a grade of “0” after 72 hours of the designated due date. Corrupted files submitted to Canvas will be marked as late.**

**Assignment 1: Research Project Proposal**

Before you write your research project proposal, you will learn how to create maps in ArcGIS during class sessions. In our first lab session, we will look at race-based residential segregation in the Boston area. **For your final paper, you must (1) identify a residential segregation pattern in the Boston area using ArcGIS and (2) explore the negative implications of the residential segregation (i.e., the social problems associated with the residential segregation) by reviewing the relevant academic research.** You do not have to look at race-based segregation for your final paper—explore ArcGIS and determine if there are other forms of residential segregation in Boston (e.g., educational attainment? labor sector? gender? age? religious affiliation?). Once you have discovered a pattern of residential segregation that is of interest to you, think about possible consequences of this segregation (e.g., unequal access to healthcare, different exposure to crime risks, environmental dangers, unequal access to quality schools)

You must write a summary of the research study you plan to conduct over the course of the semester. Please submit a document that has 1-inch margins, single-spacing, and 12-point font (accepted fonts are Times New Roman, Helvetica, and Arial). Include the Roman numeral headings I have outlined below to organize your paper.

**PROPOSAL STRUCTURE**

Title page (1 page): It must include a descriptive title, your first and last name, our class code (SOC 302), and the assignment due date. The title page should be its own page—start the next section of your proposal on the second page.

I. Research Question (1-2 sentences): In the first section of this paper, you must pose a research question regarding the social consequences of residential segregation. For example, “Do public elementary schools in black-dominated neighborhoods demonstrate lower student standardized test scores than schools in white-dominated neighborhoods?” Make sure your research question is clear, focused, and specific.

Finally, to be clear, your research question should not be specific to Boston. The ArcGIS maps you will create and include in your final paper are a form of preliminary evidence you will include in the introductory section to “draw the reader in.” In the main body of your paper, you will show the reader how residential segregation and its related consequences are not just a Boston problem, but a US problem.

II. Importance of the Research Question (2-4 paragraph): Show why the research question is important by presenting 2 maps you created in ArcGIS: (1) A map illustrating a type of residential segregation in Boston census tracts and (2) A map illustrating social inequalities related to residential segregation in Boston census tracts. For each map, include 1-2 sentences explaining exactly what the maps are illustrating.

Instructions on how to import maps can be found here: <http://pro.arcgis.com/en/pro-app/help/sharing/overview/export-a-map-or-layout.htm>. Be sure to make the legend visible for each map so readers know that they are looking at!

## **Assignment 2: Annotated Bibliography and Evidence Strategy**

In preparation for writing your literature review, it will be important for you to write an annotated bibliography. Remember, a literature review is a summary of the themes in the current academic research related to your topic. You must also write a summary of your map-making progress. Please submit a document that has 1-inch margins, single-spacing, and 12-point font (accepted fonts are Times New Roman, Helvetica, and Arial). Include the Roman numeral headings I have outlined below to organize your paper.

### BIBLIOGRAPHY AND STRATEGY STRUCTURE

Title page (1 page): It must include a descriptive title, your first and last name, our class code (SOC 302), and the assignment due date. The title page should be its own page—start the next section of your bibliography/strategy paper on the second page.

I. Research Question (1-2 sentences): In the first section of this paper, you must pose a research question regarding the social consequences of residential segregation. Please indicate if (and how) your research question has changed since you submitted the last assignment.

II. Preliminary Academic Resources (2-3 pages): In the next section of this paper, you will present analytical summaries for **6 scholarly resources** related to your research topic.

Consider the following steps to developing a research question.

1. Locate scholarly books, journal articles, and reports using library resources. Include no more than 2 non-academic works (e.g., periodicals) in this paper. Make sure all of works come from reputable sources (for additional information on this, review the [California State University Chico CRAAP Test](#)).

2. For each source, provide a citation and a brief (usually about 150 words) descriptive and analytical paragraph.

The citation should be in [APA format](#), [MLA format](#), or [ASA format](#). Whichever format you choose, be consistent throughout the entire paper.

The brief paragraph should include (a) a summary of the main purpose and/or research question, (b) a brief description of the work (e.g., research methods, findings), (c) an evaluation of the authority or background of the author, (d) an identification of the intended audience (e.g., conflict/critical theorists in sociology, US policymakers), (e) a comparison of this work with at least one other source you have cited in the paper (this is where you start identifying themes in the literature that will structure your final literature review), and (f) an explanation of how this work brings new evidence or further clarifies your research topic/question. Summaries should be in your own words (avoid relying on quotations).

For an example of annotated bibliographies in APA, MLA, and ASA, visit the UNC Charlotte Library guide on annotated bibliographies in sociology: <https://guides.library.uncc.edu/c.php?g=173027&p=1142943>.

III. Evidence Strategy (1-2 paragraphs): Provide a summary of your progress creating maps in ArcGIS for your final paper. What updates have you made since you submitted the last assignment? Have you sought help collecting data? What is the total number of maps you intend to include in your paper? What will each of these maps show?

### **Assignment 3: Abstract and Outline of Final Paper**

This assignment is an opportunity for you to pause and evaluate your research process by writing a preliminary abstract and outline of your paper. *You will have to review the guidelines on what is to be included in the final paper (Assignment 4: Final Paper) to properly complete the outline for this assignment.* Please submit a document that has 1-inch margins, single-spacing, and 12-point font (accepted fonts are Times New Roman, Helvetica, and Arial).

#### ABSTRACT AND OUTLINE STRUCTURE

Title page (1 page): It must include a descriptive title, your first and last name, our class code (SOC 302), and the assignment due date. The title page should be its own page—start the next section of your abstract/outline paper on the second page.

Abstract (250 words or less): Provide a summary of your research paper topic and the themes you found in the literature. Also, discuss the solutions you suggest for minimizing or eradicating the social problem based on your review of the literature. See examples of abstracts by reviewing the journal articles I assigned for this course.

Outline: Use the alphanumeric format to outline your paper (see below). The Roman numerals should be the 4 major sections of the final paper: I. Introduction, II. Literature Review, III. Conclusions, and IV. Citations.

It is fine to use phrases and incomplete sentences for all components of the outline except the thesis statement part. Make sure to include a complete thesis statement in the I. Introduction section.

#### *Alphanumeric Format*

- I.
  - A.
  - B.
    - 1.
    - 2.
      - a.
      - b.
        - i.
        - ii.

Example from [Purdue OWL](#)  
THE COLLEGE APPLICATION PROCESS

- I. CHOOSE DESIRED COLLEGES
  - A. Visit and evaluate college campuses
  - B. Visit and evaluate college websites
    - 1. Look for interesting classes
    - 2. Note important statistics

## II. PREPARE APPLICATION

### A. Write personal statement

1. Choose interesting topic
  - a. Describe an influential person in your life
    - i. Favorite high school teacher
    - ii. Grandparent
  - b. Describe a challenging life event
2. Include important personal details
  - a. Volunteer work
  - b. Participation in varsity sports

### B. Revise personal statement

## III. COMPILE RÉSUMÉ

### A. List relevant coursework

### B. List work experience

### C. List volunteer experience

1. Tutor at foreign language summer camp
2. Counselor for suicide prevention hotline

## Assignment 4: Final Paper

Your final paper must include all the following components, using subheadings for all sections of the paper: Abstract, Introduction, Literature Review, Conclusions, and Citations. It must also include maps you created yourself in ArcGIS.

Title page (1 page): It must include a descriptive title, your first and last name, our class code (SOC 302), and the assignment due date. The title page should be its own page—start the next section of your paper on the second page.

Abstract (250 words or less): Provide a summary of your research paper topic and the themes you found in the literature. Also, discuss the solutions you suggest for minimizing or eradicating the social problem based on your review of the literature. See examples of abstracts by reviewing the journal articles I assigned for this course.

Introduction (1-2 pages): In the first section of the paper, present the paper topic.

- Describe the scope of the social problem (e.g., Where does it persist? What are the social and historical conditions that allow it to persist? For how long has it persisted? What is your level of analysis in this paper—global, national, regional, state, community?).
- Provide a “roadmap” of the paper for the reader: Outline the themes you found in the literature review and the potential implications of your results for improving the existing social literature, social policies, etc.
- The introduction section includes a strong *thesis statement*—one sentence that presents the main argument of the paper. For example, you might state that your research study results disprove a popular social theory. Or, you might state that your research study illustrates the limitations of a popular social theory and you have specific ideas for how to improve it. Additional information about thesis statements can be found here (<http://writingcenter.unc.edu/handouts/thesis-statements/>).

Literature Review (3-5 pages): In this next section of the paper, you must demonstrate your understanding of the social science research that has already been done on your topic.

- Lay out your research topic and summarize the major themes/concepts/arguments in the existing research.
- Consider using sub-headings to let the reader know what themes are coming next.
- Clearly state what is already known about your topic and/or generally agreed upon about your topic. ALSO, clearly state what is still unknown about your topic (i.e., gaps in the literature) and/or what remains controversial.
- Be sure that you have not quoted other authors excessively.
- Introduce your research questions and explain how the existing research has helped you developed your research study.
- Introduce your hypotheses and justify your hypotheses by referring back to the themes in the literature review.

Conclusions (1-2 pages): In this next section of the paper, present your final thoughts.

- Remind the reader of your thesis statement and briefly review the evidence you have presented in support of your thesis statement.

- Briefly discuss the implications of what you have written for social theory and/or policy debates.

**Citations:** Include full citations for all the in-text citations you included in your paper. Your citations should be in [APA format](#), [MLA format](#), or [ASA format](#). Whichever format you choose, be consistent throughout the entire paper.

\*\*\* You must include **at least 2 ArcGIS maps** in your paper that illustrate residential segregation in the Boston area and the negative consequences of residential segregation in the Boston area. The placement of the paper is up to you—just make sure you put it in places that support your argument. Many of you will probably put the maps in the introduction and/or literature review section.

Be sure to acknowledge the maps in the body of your paper. For example, in your introduction, you might write, “Boston, like many other urban centers in the United States, is a racially-segregated city (see Map 1).”

Properly format your map (and accompanying legend) with a title and source summary. Don’t simply write “ESRI” as your source: find out where ESRI got the data to produce their maps.

|   |
|---|
| Map 1. Descriptive Title of Map   |
| image of map and legend   |
| <i>Source:</i> Environmental Systems Research Institute (ESRI) for ArcGIS; US Bureau of Labor Statistics (US BLS) (2015c) Women in the Labor Force: A Databook, 2015 Edition. Available at: <a href="http://www.bls.gov/opub/reports/women-dataabook/archive/women-in-the-labor-force-a-databook-2015.pdf">http://www.bls.gov/opub/reports/women-dataabook/archive/women-in-the-labor-force-a-databook-2015.pdf</a> . |

#### *Additional Formatting Information*

- 1-inch margins, **single-spaced**, 12-point font (accepted fonts are Times New Roman, Helvetica, and Arial)
- Proofread for grammar and spelling

| Final Paper Rubric                   |  |   |   |   |       |
|--------------------------------------|--|---|---|---|-------|
| CRITERIA                             | A RANGE<br>(100-90)  | B RANGE<br>(89-80)  | C RANGE<br>(79-70)  | D RANGE<br>(69-60)  | SCORE |
| <i>Topic Selection</i>               | Identifies a meaningful, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. | Identifies a focused and manageable topic that appropriate address relevant aspects of the topic. | Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. |       |
| <i>Explanation of Social Problem</i> | Problem to be considered critically is   | Problem to be considered critically is stated,  | Problem to be considered critically is stated but   | Problem to be considered is stated  |       |

|  |  |   |  |   |      |
|--|--|---|--|---|------|
|  | stated, described, and clarified in a creative manner that exposes less-explored aspects of the topic.   | described, and clarified so that understanding is not seriously impeded by omissions.   | description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.  | without clarification or description.   |      |
| <i>Student's Position (Thesis Statement)</i> | Specific position (thesis) takes into account the complexities of the issue. Others' points of view are acknowledged within position (thesis). The argument is elaborated through a logical progression of points in fully developed paragraphs. | Specific position (thesis) acknowledges different sides of an issue. The overall argumentation is logical, but some paragraphs' claims may be underdeveloped.   | Specific position (thesis) is stated but is simplistic and obvious. Shows awareness of progressive argumentation but overall discussion lacks coherence.   | There is a lack of a specific position (thesis).  |      |
| <i>Evidence</i>                              | Information/data are generated/drawn from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.  | Information/data are generated/drawn from sources with enough interpretation and evaluation to develop a coherent analysis or synthesis.  | Information/data are generated/drawn from sources with some interpretation and evaluation but not enough to develop a coherent analysis or synthesis.  | Information/data are generated/drawn from sources without any interpretation and evaluation.  |      |
| <i>Conclusions</i>                           | States a conclusion(s) that is a logical and insightful extrapolation from the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications including potential future applications.                   | States a conclusion(s) focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications including potential future applications | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications including limited references to potential future applications. | States an ambiguous, illogical, or unsupported conclusion from inquiry findings. Presents limitations and implications but they are possibly irrelevant and unsupported with inadequate reference to potential future applications. |      |
| <i>Representation/ Visualization</i>         | Skillfully converts relevant data into an insightful portrayal and visualization that contributes to a further or deeper understanding.  | Completely converts relevant data into an appropriate and accurate portrayal and visualization.   | Completes conversion of data but resulting portrayal and visual is only partially appropriate and accurate.  | Completes conversion of data but resulting portrayal and visualization is in appropriate or inaccurate.   |      |
| <i>Mechanics/ Formatting</i>                 | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. The paper structure and citations are formatted according to guidelines.   | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. The paper structure and citations are formatted according to guidelines, although there may be some errors.                                     | Uses language that impedes meaning because of errors in usage. The paper structure is missing key components and citations are not properly formatted.   | Paper is difficult to comprehend and does not follow formatting guidelines.   |      |
| OVERALL SCORE                                |  |   |  |   | /700 |

### **Assignment 5: Presentation**

You will present your research paper to the class during the final exam period. Late presentations will not be accepted. Your presentation must include an introduction (your name; roadmap of your presentation), along with a discussion of each required component of the final paper. Visuals are required (e.g., PowerPoint, video). You must restrict your presentation to 4.5 minutes. I will allot a few minutes after each presentation for questions.

| Presentation Rubric   |            |
|---|------------|
| Speaker maintains eye contact with the audience (10 pts)  |            |
| Speaker uses clear, audible voice that is engaging and controlled (10 pts)  |            |
| The visuals help illustrate the speaker's thesis, evidence, and conclusions without being distracting (10 pts)  |            |
| Speaker delivers an introduction that highlights the significance of the social problem, your thesis statement, and a roadmap for the rest of the presentation (10 pts) |            |
| Speaker presents a discussion of research results that is logical, clear, and rooted in research evidence (20 pts)  |            |
| Speaker delivers a presentation that stays within 4.5-minute limit (10 pts)   |            |
| <b>TOTAL POINTS</b>   | <b>/70</b> |