SOCY 425 Applied Sociology

Fridays, 8:30 – 11:30 pm.
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Office: M-C D520
Office hours: Fridays, 11:30–1:00

COURSE DESCRIPTION

Applied sociology is a term that describes practitioners who use sociological theories and methods outside of academic settings with the aim to “produce positive social change through active intervention” (Bruhn 1999: 1). In this course, students will acquire practice formulating theoretically and empirically grounded solutions to social problems. We will first focus on applied sociology in the form of community-based qualitative research (CBQR).

This approach “requires the equal and collaborative involvement of clients in the identification of their concerns and in the search for solutions and actions to address their identified needs and improve their social conditions” (van den Sande and Schwartz 2011: 65). This will be followed by study of two additional approaches within applied sociology: (1) program evaluation and needs assessment, two specific techniques often used by applied social researchers; (2) clinical sociology.

SOCY 425 exposes students to a range of activities associated with applied sociology and requires them to take some first steps as an applied sociologist-in-training. Activities may include: interviewing and site observations, organizational assessment and program evaluation, grant-writing, advocacy, and policy research and analysis. Given the breadth of possibilities, it is impossible to furnish a comprehensive reading list for each sub-category of applied sociology. For this reason, students are expected to take initiative in formulating, researching, and preparing their assignments.

Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations. It is hoped that students will take full advantage of this unique opportunity to bridge university coursework and practical considerations of their future directions. To ensure this works well, students need to reflect on their interests beyond those shaped by their coursework to date.

The goals of this course are to help students acquire:

- an appreciation of the potential applications of sociology in areas such as civic engagement, service learning, political advocacy, and social change;
- an understanding of sociological practice in its different forms, especially community-based qualitative research;
- knowledge of how research methods can be used with various clients;
- knowledge of ethics and professional norms with regard to applied sociology;
- skills in articulating decisions required in conducting an applied research project;
- oral and written communication of sociological ideas and their applications;
- some skills necessary to influence decision-makers, community members, and/or stakeholders;
- some hard skills related to field research, especially interviewing.
REQUIRED READING
https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=23476


Articles posted to OnQ:

**Introduction**


**Program Evaluation and Needs/Assets Assessment**


**Clinical Sociology**


**Students should ponder these TWO QUESTIONS:**

(1) What social problem is of particular urgency to you?
(2) What group of people is of particular concern to you?
## SCHEDULE

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Reading/s</th>
<th>Activity</th>
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<tbody>
<tr>
<td>WK 1</td>
<td>Jan 10 Introduction to applied sociology</td>
<td>Introduction</td>
<td>Zevallos 2009; Tedlock 2005; Quarteroli 2014; Finklestein 2012; Nyseth 2011</td>
<td>Workshop 2 Qs and students’ answers; Read, summarize, and discuss readings</td>
</tr>
<tr>
<td>WK 2</td>
<td>Jan 17 Principles and methods of applied sociology</td>
<td>Qualitative methods</td>
<td>Mills 1959 (excerpt); Steele and Price 2008 (excerpt)</td>
<td>Discuss readings; Fishbone Diagram</td>
</tr>
<tr>
<td>WK 3</td>
<td>Jan 24 Community-based qualitative research</td>
<td>CBQR and related approaches</td>
<td>Johnson, chapters 1 (background), 2 (definition)</td>
<td>Explore selected resources (see list); Discuss readings</td>
</tr>
<tr>
<td>WK 4</td>
<td>Jan 31 CBQR, cont’d</td>
<td>Research design</td>
<td>Johnson, chapter 4 (design)</td>
<td>Explore selected resources (see list); ESSAY DUE in class</td>
</tr>
<tr>
<td>WK 5</td>
<td>Feb 7 CBQR, cont’d</td>
<td>Ethics</td>
<td>Johnson, chapter 3 (researcher role)</td>
<td>Interview demonstration</td>
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<tr>
<td>WK 6</td>
<td>Feb 14 CBQR, cont’d</td>
<td>Interviewing</td>
<td>Johnson, chapter 5 (interviewing)</td>
<td>Workshop interview Qs</td>
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<tr>
<td>WK 7</td>
<td>Feb 28 CBQR, cont’d</td>
<td>Ethnography</td>
<td>Johnson, chapter 6 (fieldwork)</td>
<td>Workshop interview Qs; OUTLINE DUE in class</td>
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<tr>
<td>WK 8</td>
<td>Mar 6 CBQR, cont’d</td>
<td>Visual and unobtrusive methods</td>
<td>Johnson, chapter 7 (analysis)</td>
<td>Workshop outlines, major project plans, consent form, and LOI</td>
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<tr>
<td>WK 9</td>
<td>Mar 13 Program Evaluation</td>
<td>Program Evaluation</td>
<td>van de Sande, and Schwartz, ch 8</td>
<td>PRESENTATIONS on reading and related resources</td>
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<tr>
<td>WK 10</td>
<td>Mar 20 Needs/Assets Assessment</td>
<td>Needs/Assets Assessment</td>
<td>van de Sande, and Schwartz, ch 9</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>WK 11</td>
<td>Mar 27 Clinical sociology</td>
<td>Clinical sociology</td>
<td>Miller and Crabtree, 2005</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>WK 12</td>
<td>Apr 3 CBQR, cont’d</td>
<td>Case studies in applied sociology</td>
<td>Johnson, ch 8 (reporting), 9 (case studies)</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>Apr 6</td>
<td>No class</td>
<td>n/a</td>
<td>n/a</td>
<td>MAJOR PROJECT DUE, midnight</td>
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ASSIGNMENTS

1. Participation and attendance, 20%
2. Presentation, 15%
3. Research essay, 20%
4. Major project outline, 10%
5. Major project, 35%

1. PARTICIPATION AND ATTENDANCE (20%)
This is a participation-intensive course. Every component and every assignment serves as opportunity for dialogue. Students are expected to actively contribute to weekly class dialogues about:
• assigned weekly reading (How do you respond, evaluate, interpret, apply, question, or otherwise analyze it critically?)
• discussion following lectures and student presentations
• workshop activities, eg. fishbone diagram; developing interview questions
• any other topic relevant to course goals

THE ASSIGNMENTS

2. PRESENTATION (15%)
Students are expected to present on the topic assigned for that date by referring to the assigned reading AND building on it by finding a reading from the supplementary reading list (or from Sociological Abstracts database or from a similar resource). Your choice should describe a real application of the topic: a program evaluation; a needs/assets assessment; a clinical sociology intervention; or a case study.
• 20-30 minutes including discussion
• use slides
• summarize the content; identify and explain key points and arguments
• critically analyze the reading. For this, you could: draw out its implications (what did it achieve or not achieve? Why? Of what benefit was it? For whom?); interpret it; identify its social/historical/political context; evaluate its strengths and weaknesses; identify what you learned from it
• develop a question about the reading, and facilitate a discussion

3. RESEARCH ESSAY (20%)
TOPIC: Substantive Issues in Applied Sociology
DETAILS: Students will choose a social problem derived from the two key questions posed in Week #1: (1) What social problem is of particular urgency to you? (2) What group of people is of particular concern to you? A Canadian focus is encouraged, but not required. The essay serves as an opportunity to acquire knowledge of the research literature on the selected problem, the methods that have been used in studying it, and the ways in which sociology may have been applied in developing solutions to it. Ultimately, the essay should serve as background for the major project by pointing to directions for applied sociological research on the issue you have chosen. (While the major projects and outlines may be done by a team of two students, the essay must be individual work. For
teams of two, the students would submit individual essays on the same topic.)
LENGTH: 2,500–3,500 words, double-spaced excluding the reference list in ASA style.
DUE: See date on schedule. Submit by email: clrdomain@gmail.com
INSTRUCTIONS: title page with an original title (not “Research Essay”), your name, your email, course title and number, and word count; paginate.
You can write in the first person if you wish.
The introduction should include a thesis statement.
The last paragraph or section should include concluding remarks such as a recommendation, an evaluation, a synthesis of what you learned, an indication of what more there is to learn, or a reiteration of a main point or argument, or a consequence.
Refer to course readings and a minimum of five other readings from scholarly books and journals, reports, and reputable online sources. (‘Reputable’ implies that it is authored by an expert in the field who is engaged in conducting original research on an issue, an organization that studies a particular social problem, a government department, a public policy think tank, and the like. Investigative journalists may be used if they identify their sources, eg. a published study by an expert that you can then locate, read, and cite. ‘Reputable’ excludes posts that express an individual’s opinion, eg. personal blogs. If a link is provided to back up an individual’s claim about an issue, then you need to check this original source of information.) Students should select a broad range of sources guided by their growing sense of requirements for effective academic writing and their desire to explore their chosen topic in sufficient depth.
LATE PENALTY: 2%/day including weekends. Illness and family emergency are the only legitimate reasons for requesting extensions; both require a form for academic considerations for extenuating circumstances:
https://www.queensu.ca/artsci/accommodations.
Travel or participation in sports and other events are not legitimate reasons for requesting extensions. Students are expected to know about such obligations in advance and may submit their essay prior to the due date. Overwork and poor time management are not legitimate reasons for requesting extensions since students are furnished with the details for all course requirements at the first class and are expected to plan accordingly.
CONSULTATION: Students are strongly encouraged to consult with me for advice on any phase of the writing process especially on narrowing down a topic, developing a thesis statement, an outline, and an approach that will enable critical analysis.

4. MAJOR PROJECT OUTLINE (10%)
This assignment serves as a plan for the major project. Like the major project, individuals may work alone or in a group of two.
LENGTH: open
DUE: See date on schedule. Submit by email: clrdomain@gmail.com
INSTRUCTIONS: proposed title for the major project; your name, your email, course title and number; the proposed components of the major project. This will include (double-spaced): (1) one paragraph: introduction including a draft of your thesis statement and your purpose, (2) minimum of one page: draft summary of your plans for your major project (what, where, when, how you plan to do it; refer to the instructions for the major project below), (3) a list of at least FIVE sources you have collected to date (ASA style).
LATE PENALTY: 2%/day including weekends. Same details as for the essay.
5. **MAJOR PROJECT (35%)**

This assignment requires students to plan, to possibly conduct a portion of, and to document the design of an applied sociology project regarding the subject of their choice. Students are NOT required to do a full-blown research project. Instead, this assignment is meant to introduce students to a range of activities associated with applied sociology. This is achieved by designing a project and taking some first steps in the role of an applied sociologist.

To ensure this works well, students should return to the two questions posed in Week #1: (1) **What social problem is of particular urgency to you?** (2) **What group of people is of particular concern to you?**

Individuals may work alone or in a group of TWO.

**Students working individually must accumulate 40-50 points from the list below.**

**Groups of two students must accumulate 50-60 points from the list below.**

**LENGTH:** open; length is dictated by the selected components.

**DUE:** See date on schedule. Submit by email: clrdomain@gmail.com

**INSTRUCTIONS:** title page with an original title (not “Major Project”), your name, your email, course title and number; paginate; double-spaced 12-point Times throughout.

You can use the first person.

For more instructions, see ‘required components’ below.

**LATE PENALTY:** 2%/day including weekends. Same details as for the essay.

**REQUIRED COMPONENTS**

The major project should be structured in the following way:

**PART A**

This will read like a research report; use sub-headings.

- Title page;
- Introduction including a summary remark or statement of purpose;
- Summary of the chosen problem;
- Summary about any organization dedicated to addressing the problem: history, mandate, key decision-makers;
- Summary of the literature on the topic (this could be based on your essay);
- An overview of your project (with whom, with what, where, when, why, and how the project would work);
- Conclusion: recommendation, evaluation, synthesis of what you learned, an indication of what more there is to learn, a reiteration of a main point or argument or consequence, or implications for research, policy, practice or social change.

**PART B**

This section will include all of the individual components you have chosen from the list below. Start each component on a new page and indicate the nature of the activity with a sub-heading, eg. Interview; Community-Based Research Proposal.

For each component, you will need to provide:

- specific information on who/what/where/when/why/how of the selected task, eg. who did you interview, and why? How do you propose to recruit survey participants? How did you choose that site to observe? What activities did you choose for an advocacy plan, and why? Which policies did you collect, and why those?
• a discussion of relevant ethical concerns, eg. vulnerable groups, confidentiality, risks, benefits; cultural competencies; the researcher’s role and stance; reciprocity
• summary of relevant literature on the specific components. What initiative did you take to read to learn more about what to do?
• Paginate continuously from Part A.

PART C
This section is your Appendices that can be listed as Appendix A, Appendix B, etc. Where necessary, it will include:
• Letter of Information (LOI)
• Consent Form
• Interview questions
• Any other details that function as background or are too lengthy to include in PART B, eg. contents of policies, website contents, background information or a map of a site, a list of contacts at an organization, any examples or models you may have consulted for things like a researcher’s log, a grant proposal, a SWOT analysis, or a survey.
• If possible, paginate continuously from Part B. It might be necessary to include documents separately in pdf format.

PART D
This section is your reference list. It will include:
• Use ASA style for in-text citations and the reference list;
• All documents you used including those derived by the organization where relevant, eg. the mission statement, Executive Director’s speech;
• the reference for anything in PART C, eg. a model grant proposal or survey
• the course readings used (no specific number is required) AND a minimum of 10 other readings from scholarly books and journals, reports, and reputable online sources. (Since this will include ALL references for PARTS A, B, and C, its length may very well be in excess of 10 items beyond course readings);
• If possible, paginate continuously from Part C.

Tasks and Point Allocations
Students are expected to consult the SUPPLEMENTARY RESOURCES LIST and the SUPPLEMENTARY READINGS LIST posted to OnQ that provides links to further information about each of the following 16 activities. Since the list cannot be exhaustive, students may need to locate supplementary materials in relation to their chosen activities.

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<tr>
<th>Task</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>20</td>
<td>for each interview conducted. We will workshop this in class. Students are encouraged to conduct an actual interview for which the course instructor has obtained ethics approval. Part B will include a discussion of with whom, where, when, why, and how the interview was done; a summary of the literature that informed your activity; summary and discussion of the participant’s remarks; your analysis of the participant’s remarks; a discussion of what you learned drawing on the literature on the subject.</td>
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</tbody>
</table>
| Site Observation | 20 | for each 2-hour session  
 Students may carry out observations and make field notes for which the course instructor has obtained ethics approval.  
 Part B will include a discussion of who, what, where, when, why, and how the site observation was done; summary of literature that informed your activity; a discussion of what you learned drawing on the literature on the subject. |
| Community Mapping | 20 | Students may create a community map based on their site observations. See Fritz 2014 (supplementary rdgs) |
| Survey | 10 | Design only (Students are not required to conduct a survey.)  
 Part B will include a discussion of for whom, why, and how the survey was designed; the survey itself; summary of literature that informed this activity. |
| Program Evaluation | 20 | Proposal only (Students are not required to complete the evaluation, but only to design it based on the literature, and to propose how it could be completed for the chosen organization pending time and resources.)  
 Part B will include a discussion of for whom, why, and how the program evaluation proposal could be done; the proposal itself with any model or categories you decided to use; summary of literature that informed this activity. |
| Needs/Assets Assessment | 20 | Proposal only (Students are not required to complete the assessment, but only to develop an approach based on the literature, and to propose how it could be completed for the chosen organization pending time and resources. Assessments may be integrated into an interview but must be reported separately.)  
 Part B will include a discussion of for whom, why, and how the assessment could be done; summary of literature that informed this activity. |
| Clinical Intervention | 20 | Proposal only (Students are not required to conduct the intervention.)  
 Part B will include a discussion of for whom, why, and how the clinical intervention was proposed; description of the intervention you are proposing; summary of literature that informed this activity. |
| Advocacy plan | 10 | Proposal only (Students are not required to implement the plan.)  
 eg. letter to the editor or to a politician on behalf of an individual or organization; a petition; a news release; an opinion editorial; a social media plan; activism; an arts-based activity, etc.  
 Part B will include a discussion of for whom, what, where, why, and how the advocacy plan was proposed; the details you are proposing; summary of literature that informed this activity. |
| Qualitative Research Design | 20 | Proposal only (Students are not required to conduct the research.)  
 Proposals may include any of the components discussed in class, eg. focus groups, observations, unobtrusive methods, internet methods, community mapping. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based Qualitative Research</td>
<td>20</td>
<td>Proposal only (Students are not required to conduct the research.) Proposals may include any of the components discussed in class, eg. focus groups, observations, unobtrusive methods, internet methods, community mapping. Part B will include a discussion of who, what, where, when, why, and how the proposal was done; description of your proposal; summary of literature that informed this activity.</td>
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<tr>
<td>Research Ethics Application</td>
<td>20</td>
<td>Use the template application posted to OnQ. Complete all components of the application. Functioning like a research design, the form takes you through the formal process of ethics review required by all universities and formal organizations. It includes letter of information, consent form, recruitment information, and interview questions.</td>
</tr>
<tr>
<td>Policy Collection and Review</td>
<td>10</td>
<td>Collect and review policies, eg. by-laws, mandate and vision, strategic planning documents, public policy, for-profit or not-for-profit organizational policy, Annual General Meeting minutes, budget documents, financial statements, position papers, etc. Part B will include a discussion of what documents you collected and reviewed, how they were obtained and why these were chosen; summary of the document contents; summary of literature that informed this activity.</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>20</td>
<td>Conduct an analysis with selected policies. Part B will extend from Policy Collection and Review. This involves the analysis of implications, impact, consequences, value, strengths/weaknesses, applications, problems, or interpretation of all policies collected; summary of literature that informed this activity.</td>
</tr>
<tr>
<td>Grant Application</td>
<td>20</td>
<td>Students will identify an appropriate granting agency, government ministry, foundation or other organization, and an appropriate grant that fits the goals and needs of a not-for-profit organization or charity, and write a grant application. For ideas, contact me. Part B will include a discussion of for whom, what, why, and how the grant application was done; the completed application itself; summary of literature that informed this activity.</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>10</td>
<td>A minimum of 10 references of one paragraph each from relevant scholarly books and journal articles in sociology, reputable online sources, reports published by government and non-governmental organizations that discuss the current research, examples, case studies, and methods applied to your topic. Only 25% of the references from your essay can be used; 75% must be new.</td>
</tr>
<tr>
<td>Researcher’s log</td>
<td>10</td>
<td>Field journal describing your expectations, experiences, process, responses, and outcomes for all of the selected components. This may be done for any component on the list. Part B will include a discussion of your personal experiences in</td>
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undertaking that task; the process; your expectations and the reality; what you learned and what was challenging. This may take the form of a self-interview with appropriate interview questions like those we studied in class.

Notes on Interviewing
Conducting an interview is highly recommended to students since it is a core component of all applied sociology and an invaluable skill to acquire for countless purposes. The Research Ethics Committee in the Department of Sociology has granted permission to all SOCY 425 students to interview. A draft of a letter of information (LOI), a consent form, a recruitment script, and a draft of interview questions are available for your use and posted to OnQ. Choose an individual with expertise in your topic. You may make the initial contact with your prospective interview participant in person, phone, or by any other means. Ideally, you will conduct the interview face-to-face, but interviews by e-mail, phone, Skype, or social media are also possible. We have dedicated time in class to writing effective interview questions and I am available to review all drafts of interview questions before the date of your interview.

While interviewing members of vulnerable groups is perfectly appropriate in sociology research, for this assignment, students will not do so. According to the Tri-Council Policy Statement on Vulnerable Populations, this includes “children, persons who are not legally competent to consent, mentally incompetent persons, legal wards, or the therapeutically dependent.” But “vulnerability” may also pertain to prison inmates, some groups of new immigrants, refugees, Indigenous peoples, homeless and other groups for whom constraints may exist on their ability to give free and informed consent. Instead of the users of services, choose an administrator, manager, practitioner, director, coordinator, staff person, teacher, counselor, decision-maker, board member, or an organizer. Consult me if you are in doubt about the circumstances you encounter.

Sources for Interviewees
- Queen’s University
- other universities
- staff of organizations where you have personal connections
- staff of organizations where you wish to form a personal connection
- staff in government agencies, businesses, not-for-profits, charities, public agencies, social institutions, social service organizations, social movements or activist groups, etc.
- anyone you know who is doing work you admire and is sociological in nature

- If you want to interview a public sociologist, see list of public sociologists in Canada and the US (posted to OnQ)

- If you want to interview a community researcher, see Community-Based Research Canada, [http://communityresearchcanada.ca/](http://communityresearchcanada.ca/); Centre for Community-Based Research, [http://www.communitybasedresearch.ca/](http://www.communitybasedresearch.ca/)

### EXAMPLES OF SOCIAL PROBLEMS

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<th>Specific Issues</th>
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<td>Poverty&lt;br&gt;The income gap; the wealth gap&lt;br&gt;Class privilege</td>
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<td>Race and Ethnicity</td>
<td>Institutional or Societal racism or discrimination in social institutions&lt;br&gt;Islamophobia&lt;br&gt;Racial profiling; Hate crime</td>
</tr>
<tr>
<td>Gender</td>
<td>Sexual harassment in the workplace&lt;br&gt;The sex trade; Human trafficking</td>
</tr>
<tr>
<td>Sexuality</td>
<td>LGBTQ youth&lt;br&gt;Hate crime&lt;br&gt;The status of same-sex marriage</td>
</tr>
<tr>
<td>Age</td>
<td>Discrimination of seniors in employment&lt;br&gt;Elder abuse</td>
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<tr>
<td>Indigeneity</td>
<td>Murdered and Missing Women and Girls&lt;br&gt;Social inequalities&lt;br&gt;Political mobilization</td>
</tr>
<tr>
<td>Health</td>
<td>Addictions&lt;br&gt;The use and abuse of legal and illegal substances; Medical marijuana&lt;br&gt;Social determinants of health&lt;br&gt;Health and inequalities</td>
</tr>
<tr>
<td>Family</td>
<td>Diverse families&lt;br&gt;Domestic violence; child abuse</td>
</tr>
<tr>
<td>Crime</td>
<td>Crime rates; white-collar crime; corporate crime; hate crime; The criminal justice system&lt;br&gt;Gun control</td>
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<tr>
<td>Education</td>
<td>Bullying in K-12&lt;br&gt;Rising tuition rates; rising student debt&lt;br&gt;Commercialization in post-secondary education</td>
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<tr>
<td>Labour</td>
<td>Employment precarity&lt;br&gt;Youth over-qualification for work&lt;br&gt;Underemployment of foreign-trained professionals&lt;br&gt;Migrant workers; domestic workers</td>
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<tr>
<td>Media</td>
<td>Representations of various groups&lt;br&gt;Violence in the media&lt;br&gt;Media concentration and its consequences</td>
</tr>
<tr>
<td>Population</td>
<td>Immigration and immigrant groups;&lt;br&gt;Migration; Refugees</td>
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</table>
### Environment
- Homelessness
- Urbanization
- Climate change; degradation of the physical environment

### Military
- International conflicts
- Military-industrial complex

#### Examples of groups
- Children, youth, immigrants, prisoners, low-income families, survivors of violence, seniors, persons with addictions, racialized persons, LGBT persons, persons with disabilities, Aboriginal women, business leaders, faith leaders, politicians, civil servants, artists, educators, entrepreneurs, etc.

#### Examples of sectors
- Politics; environmental; social services; art and culture; education, etc.

#### Examples of organizations
- Government (3 levels and all departments), public agencies (CRTC, CBC, Canada Post), labour unions, not-for-profit organizations, charitable organizations, private or public schools, universities (including campus clubs), hospitals and other health care centres, social service organizations, civic and community groups, museums, business improvement associations, small businesses, philanthropic foundations, faith organizations, neighborhood associations, charitable organizations (e.g., religious, immigration settlement orgs, shelters, arts organizations, environmental advocacy organizations, ethnic community groups, groups for the disabled, peace groups, international development), social movements and activist groups (e.g., environmentalism, women’s, Idle No More, Occupy, Black Lives Matter).

#### Examples of purposes
- Public education, social justice, community development, change social policy, empower people, global radical change, local incremental change.

#### Example 1
Our group is interested in the social determinants of mental health. Specifically, we seek ways to increase the influence of sociology on medical models of treatment. We approach the local branch of the Canadian Mental Health Association and conduct an interview with a key decision-maker associated with the organization. We also collect policy documents, some of the organization’s research reports, and minutes from relevant meetings related to our interest. We also arrange for 2 hours of observations at a supervised site supported by CMHA. Finally, we design a survey for distribution to the staff of the site.

- **Interview** = 20 points
- **Site observation** = 20 points
- **Policy Collection and Review** = 10 points
- **Survey design** = 10 points
- **TOTAL** = 60 POINTS

#### Example 2
Our group is interested in the social determinants of mental health. Specifically, we seek
ways to increase the influence of sociology on medical models of treatment. (To diverge from the example above), we approach the Centre for Addiction and Mental Health (CAMH) in Toronto where we conduct an interview with one key practitioner. We obtain permission to carry out 2 hours of observations in an appropriate program at the CAMH site. Finally, as clinical sociologists we write a proposal to assess the potential for and barriers to implementing an intervention informed by sociological perspectives on the issue.

**Interview = 20 points**  
**Site observation = 20 points**  
**Clinical intervention proposal = 20 points**  
**TOTAL = 60 POINTS**

**Example 3**  
I am interested in the social determinants of mental health. Specifically, I seek ways to increase the influence of sociology on medical models of treatment. (To diverge from the examples above), I approach a psychiatric survivors’ group. I obtain permission to attend 2 hours of meetings in the role of observer, the first meeting of which I introduce myself and explain my purpose. I then write a proposal for a community-based research project that is intended to reflect the experiences of group members. Finally, I write a log of my experiences in carrying out this assignment.

**Site observation = 20 points**  
**CBQR proposal = 20 points**  
**Researcher’s log = 10 points**  
**TOTAL = 50 POINTS**

### MAJOR PROJECT: EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Details</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Part A</td>
<td>Research report</td>
<td>30</td>
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<tr>
<td>Part B</td>
<td>Individual components</td>
<td>30</td>
</tr>
<tr>
<td>Part C</td>
<td>Appendices</td>
<td>10</td>
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<tr>
<td>Part D</td>
<td>Reference List</td>
<td>10</td>
</tr>
<tr>
<td>Initiative</td>
<td>“Initiative in formulating, researching, and preparing…assignments.” This is of particular relevance for students who choose activities that we do not read about in class such as an advocacy plan, policy analysis, or a grant application. Consult the supplementary RESOURCES and READINGS lists.</td>
<td>10</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>explaining, reading for implications, synthesizing ideas, applying ideas, raising questions, interpreting, reading for social context</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>100</td>
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**DOCUMENTS POSTED TO OnQ**
1. Syllabus
2. Interview documents: Letter of Information, consent form, recruitment script, interview questions (It is necessary to modify these to suit your specific purpose.)
3. Research Ethics Board template (original source: Ryerson University)
4. List of research resources (advocacy plans; organizations; Canadian think tanks; community-based research resources; how to do a policy analysis, organizational assessment, program evaluation, grant application, advocacy and activism, survey design, a researcher’s log, or a clinical intervention; SEAT Tool Guide)
5. List of supplementary readings
6. List of public and applied sociologists in Canada and the US

TEACHING METHOD
Since this course deals with the practice of sociology, it is designed to reflect that purpose not only in the assignments, but also in the style of teaching. The class will be activity based and interactive. For this reason, it is essential that you attend class on a regular basis and that you pay careful attention to deadlines. We may set aside time in class for students to develop their projects. This may involve one-to-one consultations with me that are similar to office hours but held during class time.

CLASSROOM PROTOCOL
- Mutual respect is our ground rule.
- Diverse viewpoints are encouraged.
- Students will listen to each other and take turns expressing their thoughts.
- Students will respond to a speaker’s words rather than making any personal criticisms, eg. “I have a problem with what you’re saying,” not “I have a problem with you.”
- Consistent with the principle of mutual respect for all participants in the class, the use of all electronic devices during class is not permitted unless it is necessary for a classroom activity.
QUEEN’S UNIVERSITY POLICIES

ACADEMIC INTEGRITY
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University. Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen’s University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions that contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

ACCOMMODATIONS STATEMENT
Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at http://www.queensu.ca/studentwellness/accessibility-
services/

ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES
The Senate Policy on Academic Consideration for Students in Extenuating Circumstances ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcewww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcewww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations)

STATEMENT ON COPYRIGHT
The material in this syllabus is copyrighted and is for the sole use of students registered in SOCY 425. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in SOCY 425. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.
GRADING
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).
http://www.queensu.ca/artsci/sites/default/files/policy_on_grading.pdf

<table>
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<tr>
<th>Arts &amp; Science Letter Grade Input Scheme</th>
<th>Queen’s Official Grade Conversion Scale</th>
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<td>Assignment mark</td>
<td>Grade</td>
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<td>Numerical value for calculation of final mark</td>
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<tr>
<td>A-</td>
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<tr>
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