SOCY 425 Applied Sociology

Mondays, 2:30 – 5:30 pm. clrdomain@gmail.com
Room: ELLIS 218 Office: M-C D520
Instructor: Cynthia Levine-Rasky Office hours: Mondays 1:15 – 2:15 pm

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. 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 three additional approaches within applied sociology: (1) program evaluation and needs assessment, two specific techniques often used by applied social researchers; (2) clinical sociology; (3) public 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 sociology-in-training. Activities may include: interviewing and site observations, advocacy and activism, organizational assessment and program evaluation, 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 (eg. 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.

Students should ponder these TWO QUESTIONS:
(1) What social problem would you like to see fixed?
(2) What population is of particular concern for you?

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 sociological theories and 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 a 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

Articles posted to OnQ:
Introduction

Program Evaluation and Needs/Assets Assessment

Clinical Sociology

Public Sociology
Creese, Gillian, Arlene Tigar McLaren, and Jane Pulkingham. 2009. Rethinking
## SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 Jan 8</td>
<td>Introduction to applied sociology</td>
<td>Introduction</td>
<td>Quarteroli 2014; Steele and Price 2008; Finkelstein 2012</td>
<td>Workshop answers to 2 Qs</td>
</tr>
<tr>
<td>WK 2 Jan 15</td>
<td>The principles and methods of applied sociology</td>
<td>Qualitative methods</td>
<td>Nyseth et al. 2011; Zevallos 2009; Tedlock 2005</td>
<td>Fishbone Diagram</td>
</tr>
<tr>
<td>WK 3 Jan 22</td>
<td>Community-based qualitative research (CBQR), Part 1</td>
<td>CBQR and related approaches</td>
<td>Johnson, chapters 1, 2</td>
<td>Class discussion</td>
</tr>
<tr>
<td>WK 4 Jan 29</td>
<td>CBQR, Part 2</td>
<td>Research design</td>
<td>Johnson, chapters 3, 4</td>
<td>ESSAY DUE in class</td>
</tr>
<tr>
<td>WK 5 Feb 5</td>
<td>CBQR, Part 3</td>
<td>Ethics</td>
<td>Johnson, chapter 5</td>
<td>Workshop interview Qs</td>
</tr>
<tr>
<td>WK 6 Feb 12</td>
<td>CBQR, Part 4</td>
<td>Interviewing</td>
<td>Johnson, chapters 6, 7</td>
<td>Workshop interview Qs</td>
</tr>
<tr>
<td>WK 7 Feb 26</td>
<td>CBQR, Part 5</td>
<td>Internet research</td>
<td>Johnson, chapter 8, 9</td>
<td>PRESENTATIONS on reading</td>
</tr>
<tr>
<td>WK 8 Mar 5</td>
<td>Program Evaluation</td>
<td>Ethnography and Participant Observations</td>
<td>Ch 8 in van de Sande, and Schwartz, 2011</td>
<td>PRESENTATIONS on reading; OUTLINE DUE in class</td>
</tr>
<tr>
<td>WK 9 Mar 12</td>
<td>Needs/Assets Assessment</td>
<td>Unobtrusive methods</td>
<td>Ch 9 in van de Sande, and Schwartz, 2011</td>
<td>PRESENTATIONS on reading</td>
</tr>
<tr>
<td>WK 10 Mar 19</td>
<td>Clinical sociology</td>
<td>Trustworthiness</td>
<td>Miller and Crabtree, 2005</td>
<td>PRESENTATIONS on reading</td>
</tr>
<tr>
<td>WK 11 Mar 26</td>
<td>Public Sociology, Part 1</td>
<td>Public sociology</td>
<td>Burawoy, 2005</td>
<td>PRESENTATIONS on reading</td>
</tr>
<tr>
<td>WK 12 Apr 2</td>
<td>Public Sociology, Part 2</td>
<td>Feminism and public sociology</td>
<td>Creese, McLaren, and Pulkingham, 2009</td>
<td>PRESENTATIONS on reading</td>
</tr>
<tr>
<td>Apr 11</td>
<td></td>
<td></td>
<td></td>
<td>MAJOR PROJECT DUE, midnight</td>
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</tbody>
</table>

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

THE FOUR ASSIGNMENTS

1. 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 would you like to see fixed? (2) What population is of particular concern for 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 and methodologies that have been used in studying it, and any ways in which sociology has been applied in developing solutions to it. Ultimately, the essay should serve as background for the major project, and point to directions for applied sociological research on this issue.
LENGTH: 4,000 words, double-spaced excluding the reference list in ASA style (with in-text citations and a reference list).
DUE: January 29 by email
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 consequence.
Refer to course readings and a minimum of five other readings from scholarly books and journals, reports, and reputable online sources. (By ‘reputable,’ I mean an authoritative source such as 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. 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 uninformed 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 personally.) 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 documentation.
CONSULTATION: Students are strongly encouraged to consult with me for advice on any phase of the writing process especially on narrowing a topic down, developing a thesis statement, an outline, and an approach that will enable critical analysis.

LATE PENALTY: 2%/day including weekends. Illness and family emergency are the only legitimate reasons for requesting extensions; both require documentation. 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 were furnished with the 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 a topic down, developing a thesis statement, an outline, and an approach that will enable critical analysis.

<table>
<thead>
<tr>
<th>General Issue</th>
<th>Specific Issues</th>
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<tbody>
<tr>
<td>Social class</td>
<td>Poverty&lt;br&gt;The income gap; the wealth gap&lt;br&gt;Class privilege</td>
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<tr>
<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>
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<tr>
<td>Gender</td>
<td>Sexual harassment in the workplace&lt;br&gt;The sex trade; Human trafficking</td>
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<tr>
<td>Sexuality</td>
<td>LGBTQ youth&lt;br&gt;Hate crime&lt;br&gt;The status of same-sex marriage</td>
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<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>
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<tr>
<td>Crime</td>
<td>Crime rates; white-collar crime; corporate crime; hate crime;&lt;br&gt;The criminal justice system</td>
</tr>
<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>
</tr>
</tbody>
</table>
| Labour          | Employment precarity  
|                | Youth over-qualification for work  
|                | Underemployment of foreign-trained professionals  
|                | Migrant workers; domestic workers  
| Media          | Representations of various groups  
|                | Violence in the media  
|                | Media concentration and its consequences  
| Population     | Immigration and immigrant groups;  
|                | Migration; Refugees  
| Environment    | Homelessness  
|                | Urbanization  
|                | Climate change; degradation of the physical environment  
| Military       | International conflicts  
|                | Military-industrial complex  

2. **MAJOR PROJECT OUTLINE** (10%)
   To match students’ activities for the major project, individuals may work alone or in a group of two.
   LENGTH: open
   DUE: March 5, 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 excluding the reference list in ASA style): (1) one paragraph: introduction including a draft of your thesis statement and your purpose, (2) 1 page: draft summary of your plans for your major project (what, where, when, how you plan to do it; refer to the instructions), (3) one paragraph: theory/theories you may use in discussing what you learned; (4) a list of at least FIVE sources you have collected to date.
   LATE PENALTY: 2%/day including weekends. Illness and family emergency are the only legitimate reasons for requesting extensions; both require documentation.

3. **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 a subject of your choice. It does NOT require students to do a full-blown research project. Instead, it is meant to expose students to a range of activities associated with applied sociology by designing a project and taking some first steps. In effect, it requires students to assume the role of an applied sociologist.
   To ensure this works well, students should ponder the two questions posed in Week #1: (1) *What social problem would you like to see fixed?* (2) *What population is of particular concern for you?*
   Individuals may work alone or in a group of TWO.
   Groups of two students must accumulate 50-60 points from the list below.
   Students working individually must accumulate 40-50 points from the list below.

   LENGTH: open; Length is dictated by the selected components.
   DUE: April 7, by email: clrdomain@gmail.com
   INSTRUCTIONS: title page with an original title (not “Major Project”), your name, your email, course title and number; paginate; the introduction includes a summary remark or statement of purpose; the last paragraph or section includes concluding remarks such as a recommendation, an evaluation, a 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.
   Refer to course readings and a minimum of TEN other readings from scholarly books and journals, reports, and from reputable online sources.
   You can use the first person.
   Use ASA style for in-text citations and the reference list; double-spaced 12 point Times. For more instructions, see ‘required components’ below.
   LATE PENALTY: 2%/day including weekends. Illness and family emergency are the only legitimate reasons for requesting extensions; both require documentation. 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 project prior to the due date. Overwork and poor time management are not 
legitimate reasons for requesting extensions since students were furnished with the 
course requirements at the first class and are expected to plan accordingly.

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 of your 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);
• A discussion of how relevant sociological theories may be used to discuss the project;
• Discussion of what you learned from interviews and/or site observations that draw on 
  the theories and the literature;
• A statement of the trustworthiness of your claims;
• 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?
• any ethical issues, eg. for vulnerable groups, confidentiality/anonymity, risks, benefits 
• summary of relevant literature on the specific components, eg. survey design, program 
  evaluation, community-based research. What did you read to learn more about what to 
  do?
• Paginate continuously from Part A.

Details on Individual Tasks
Interview (with whom, where, when, why, and how the interview was done; Interview Qs, LOI and Consent Form as appendices; summary of literature that informed your activity; summary and discussion of participant’s remarks; analysis of participant’s remarks; summary of literature that informed your interview)

Site Observations (who, what, where, when, why, and how the site observation was done; map of the site with description of it; summary of literature that informed your activity; what you learned from doing this task)

Survey (Design) (for whom, why, and how the survey was designed; the survey itself; summary of literature that informed this activity)

Program Evaluation (Proposal) (for whom, why, and how the program evaluation proposal was done; the proposal itself with any model or categories you decided to use; summary of literature that informed this activity)

SWOT Analysis (for whom, why, and how the SWOT analysis was done; summary of literature that informed this activity)

Clinical Intervention (Proposal) (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 (for whom, what, where, why, and how the advocacy plan was done; the details you are proposing; summary of literature that informed this activity)

Qualitative Research Design (who, what, where, when, why, and how the proposal was done; description of your proposal; summary of literature that informed this activity)

Community-Based Qualitative Research (Proposal) (who, what, where, when, why, and how the proposal was done; description of your proposal; summary of literature that informed this activity)

Research Ethics Application (functioning like a research design, it takes you through the formal process of ethics review, required by all universities and formal organizations; includes letter of information, consent form, and recruitment)

Policy Collection and Review (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)

Policy Analysis (extending 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)

Grant Proposal (for whom, what, why, and how the grant proposal was done; the proposal itself; summary of literature that informed this activity)

Annotated Bibliography (one paragraph on each of a minimum of 10 references)

Researcher’s Log (for any component in the list; description of your personal experiences in 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 strongly 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 contact your interview participant in person, or by e-mail, phone, Skype or FaceTime, or social media. We have dedicated time in class to writing effective interview questions, and I will review all drafts of interview questions before you start out.

While perfectly acceptable in sociology research, for this assignment, students will not interview members of vulnerable groups. 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
- See list of public sociologists in Canada and the US (posted to OnQ)
- American Sociological Association’s (ASA) Section on Sociological Practice and Public Sociology. [Find the profiles of applied sociologists], https://sspps.wordpress.com/
- Community-Based Research Canada, http://communityresearchcanada.ca/
- Centre for Community-Based Research, http://www.communitybasedresearch.ca/
• http://sociologyatwork.org/doing-sociology-beyond-academia/ (see links and tabs, eg. http://sociologyatwork.org/category/support/page/2/)

PART C  
This section is your Appendices that can be listed as Appendix A, B, etc. 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, eg. a researcher's log, a grant proposal, a SWOT analysis, 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:
• References for all literature (ASA style);
• All documents used including those derived by the organization where relevant, eg. the vision statement, Executive Director’s speech;
• anything you may have 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 form scholarly books and journals, reports, and from reputable online sources listed as per ASA style (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 posted to OnQ that provides links to further information about each of the following activities. Since the list cannot be exhaustive, students may need to locate supplementary materials in relation to their chosen activities.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Interview</td>
<td>20</td>
<td>for each (Students will carry out an actual interview for which the course instructor has obtained ethics approval.) If you wrote an essay about an interview, you cannot use it. You must conduct a second interview with another individual.</td>
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<tr>
<td>Site Observation</td>
<td>20</td>
<td>for each 3-hour session (Students may carry out observations and make field notes for which the course instructor has obtained ethics approval. Observations are an opportunity to help you formulate research questions,</td>
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<tr>
<td><strong>Survey</strong></td>
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<tr>
<td>Design only. You may design different surveys for different segments of an organization; each of these is worth 10 points.</td>
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<tr>
<td><strong>Program Evaluation</strong></td>
<td>20</td>
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<tr>
<td>Proposal only (Students are not required to complete the evaluation, 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.)</td>
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<tr>
<td><strong>Needs/Assets Assessment</strong></td>
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<tr>
<td>This may be integrated into an interview.</td>
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<tr>
<td><strong>Clinical intervention</strong></td>
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<tr>
<td>Proposal only (Students are not required to conduct the intervention.)</td>
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<tr>
<td><strong>Advocacy plan</strong></td>
<td>20</td>
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<tr>
<td>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, petition, news release, social media plan, activism, arts-based activity, photovoice, etc.</td>
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<tr>
<td><strong>Qualitative Research Design</strong></td>
<td>20</td>
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<tr>
<td>Proposal only (Students are not required to conduct the research.) Proposals may include any of the components discussed in class, eg. ethnography, unobtrusive methods, internet methods.</td>
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<tr>
<td><strong>Community-Based Qualitative Research</strong></td>
<td>20</td>
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<tr>
<td>Proposal only (Students are not required to conduct the research at the site.) Proposals may include visual documentation of a site or of any event of relevance at the site.)</td>
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<tr>
<td><strong>Research Ethics Application</strong></td>
<td>20</td>
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<tr>
<td>Contact me to obtain a blank copy of the application. Complete all components of the application.</td>
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<tr>
<td><strong>Policy Collection and Review</strong></td>
<td>10</td>
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<tr>
<td>Collect and review policies, eg. by-laws, mandate and vision, organizational planning documents, Annual General Meeting minutes, etc.</td>
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<tr>
<td><strong>Policy Analysis</strong></td>
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<tr>
<td>Conduct an analysis with selected policies or other documents.</td>
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<tr>
<td><strong>Grant proposal</strong></td>
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<tr>
<td>Students will identify an appropriate granting agency or organization (including government), an appropriate grant program that fits the goals and needs of a not-for-profit organization or charity, and complete the grant proposal.</td>
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<tr>
<td><strong>Annotated bibliography</strong></td>
<td>10</td>
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<tr>
<td>A minimum of 10 references of one paragraph each from relevant academic journal articles in sociology, reputable online sources, reports published by government and non-governmental organizations that represent the current research, examples, case studies, and methods</td>
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</tbody>
</table>
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). Possibilities are endless. Reflect on your own interests and career plans.

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 obtain 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 with the intention of analyzing them. We also arrange for 3 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 Analysis = 10 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 obtain an interview with one key practitioner. We obtain permission to carry out 3 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 4 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

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<th>Evaluation Criteria</th>
<th>Details</th>
<th>Weight</th>
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<tr>
<td>Part A</td>
<td>Research report</td>
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<td>Part B</td>
<td>Individual components</td>
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<td>Part C</td>
<td>Appendices</td>
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<td>Part D</td>
<td>Reference List</td>
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<tr>
<td>Initiative</td>
<td>“Initiative in formulating, researching, and preparing...assignments. This is of particular relevance in which a student may choose activities that we do not discuss much in class...” “Students are expected to consult the RESOURCES LIST...students may need to locate supplementary materials...”</td>
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<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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<td>TOTAL</td>
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4. PRESENTATION (15%)
Students are expected to present on the reading assigned for that date.
- ~ 20 minutes including discussion
- use slides
- summarize the content; identify and explain key points and arguments
- critically analyze the reading, ie. draw out its implications, apply it to something, find an example, develop a question about it, interpret it, or identify its social/historical/political context
- develop a question to present to the class, and facilitate a discussion

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 critically analyze it?)
- discussion following lectures and student presentations
- workshop activities, eg. fishbone design; interview design
- any other topic relevant to course goals
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 to catch up with readings and then to discuss them. We may also set aside time 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.

DOCUMENTS POSTED TO OnQ
1. Syllabus
2. Interview documents: Letter of Information, consent form, recruitment script, interview questions (you have to modify these to suit your specific purpose)
3. List of public sociologists in Canada and the US
4. List of research resources
5. Supplementary readings

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, electronic devices (eg. cell phones, internet use unrelated to the course, text messaging, iPods) during class are not permitted.

OTHER CLASSROOM POLICIES
• Students who require academic accommodation for a disability must register with the Health, Counseling and Disability Resource Centre. The Centre provides letters requesting accommodation and provides them to instructors.
• The Freedom of Information and Protection of Privacy legislation disallows the public distribution of assignments (as outside a professor’s office door), and the general posting of grades. Results of all assignments will be sent to students by email.

ACADEMIC INTEGRITY
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values 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 (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic
integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulations), on the Arts and Science website and from the instructor of this course. Departures from academic integrity include plagiarism (defined as the representation of another person’s ideas or writing as one’s own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person’s published work as something one has written. Other examples are copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor[s]), use of unauthorized materials, facilitation (defined as the enablement of another’s breach of academic integrity. Examples: making information available to another student; knowingly allowing one’s essay or assignment to be copied by someone else; buying or selling of term papers or assignments and submitting them as one’s own for the purpose of plagiarism), forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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 assignments in this course will receive letter grades. Your final course grade will be derived from the average of your assignment grades using the formula approved by the Faculty of Arts and Science.
http://www.queensu.ca/artsci/sites/default/files/policy_on_grading.pdf
Queen's Official Grade Conversion Scale

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