SOCY 425 Applied Sociology

Wednesdays, 8:30 – 11:30  
clrdomain@gmail.com  
Room: ELLIS 218  
Office: M-C D520  
Instructor: Cynthia Levine-Rasky  
Office hours: Tuesdays 12:20 – 2:30 (or by appmt)

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). Sometimes used interchangeably with “applied social research,” the term describes the use of sociological knowledge in answering research questions or problems that are defined by specific interest groups rather than by the researcher (Steele and Price 2007: 4).

In this course, students will acquire practice formulating theoretically and empirically grounded solutions to social problems. In this course, 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 three weeks of student presentations on case studies that provide insight into how researchers design and carry out their work, and with what outcomes. The final three weeks of the course are dedicated to 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. Clinical sociology is concerned with developing and implementing interventions in clinical settings such as medical facilities and social service agencies. Its goal is to alter problematic social relationships in social settings. (Students interested in further exploration are encouraged to check certification requirements at the Association for Applied and Clinical Sociology, http://www.aacsnet.net/, and http://www.sociologycommission.org/.) Public sociology engages in public discourse in order to raise awareness of social injustice and inequality, to communicate complex ideas to community leaders and decision makers, to facilitate social change, and to inform debate on critical policy issues.

SOCY 425 exposes students to a range of activities associated with applied sociology that may include: interviewing and site observations, advocacy and activism, organizational assessment and program evaluation, policy research and analysis, grant research and writing, and applications to key fields and specialties in the discipline of sociology. 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 must take initiative in formulating, researching, and preparing their assignments.

Students are encouraged to approach the assignments in relation to their prospective
career plans. 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. Students should ponder these two questions: What population is of particular concern for you? What social problem would you like to see fixed?

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;
- familiarity with some of the literature published by applied sociologists;
- an understanding of the special responsibilities involved in conducting client-oriented research;
- knowledge of ethics and professional norms with regard to work assignments;
- an ability to function as a working member of a work-site team;
- 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.

OnQ Link
https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=10189

REQUIRED READING

Introduction

Quartaroli, Tina A. 2014. Sociology at work: Transforming “change the world” ideals


**Program Evaluation and Needs/Assets Assessment**


**Case Studies**


Clinical Sociology

Public Sociology

**SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1</td>
<td>Introduction to applied sociology</td>
<td>Quarteroli 2014; Steele and Price 2008; Finkelstein 2012</td>
<td>Discuss rdg; Ice-breaker; Answers to 2 Qs; Lecture (intro)</td>
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<tr>
<td>Jan 11</td>
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<tr>
<td>WK 2</td>
<td>The principles and methods of applied sociology</td>
<td>Nyseth et al. 2011; Zevallos 2009; Tedlock 2005</td>
<td>Discuss rdg; Fishbone Diagram workshop and submit in class</td>
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<tr>
<td>Jan 18</td>
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</tr>
<tr>
<td>WK 3</td>
<td>Introduction to community-based qualitative research (CBQR)</td>
<td>Johnson, chapters 1, 2</td>
<td>Discuss rdg; Workshop</td>
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<tr>
<td>Jan 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 4</td>
<td>CBQR, cont’d</td>
<td>Johnson, chapters 3, 4</td>
<td>Discuss rdg; Lecture (ethics); Workshop</td>
</tr>
<tr>
<td>Feb 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WK 5</td>
<td>CBQR, cont’d</td>
<td>Johnson, chapter 5</td>
<td>Discuss rdg; Lecture (interviewing); Workshop interview Qs; ESSAY DUE in class</td>
</tr>
<tr>
<td>Feb 8</td>
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<tr>
<td>WK 6</td>
<td>CBQR, cont’d</td>
<td>Johnson, chapters 6, 7, 8</td>
<td>Discuss rdg; Workshop interview Qs; Progress reports</td>
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<tr>
<td>Feb 15</td>
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<tr>
<td>WK 7</td>
<td>Case Studies in Applied Sociology</td>
<td>Johnson, chapter 9; Bales; Bell; Benford; Cermak</td>
<td>Presentations</td>
</tr>
<tr>
<td>Mar 1</td>
<td></td>
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<tr>
<td>WK 8</td>
<td>Case Studies, cont’d</td>
<td>Faber; Flores-Gonzales &amp; Rodriguez-Muniz; Friedman; Grams; Guarino-Ghezzi; Jackson; Kimmel</td>
<td>Presentations; OUTLINE DUE midnight, Mar 10 or 13 (depending on the presenters)</td>
</tr>
<tr>
<td>Mar 8</td>
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<tr>
<td>WK 9</td>
<td>Case Studies, cont’d</td>
<td>Lubitow; Oakley; Reed; Smith; Vitale; Wright</td>
<td>Presentations</td>
</tr>
<tr>
<td>Mar 15</td>
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<td>Mar 22</td>
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</tbody>
</table>
GRADING

1. Research essay, 20%
2. Major project outline, 10%
3. Major project, 40%
4. Participation and attendance, 15%
5. Presentation on case studies, 15%

THE FIVE ASSIGNMENTS

1. RESEARCH ESSAY
   (This is to be individual work. The essay may be linked to the major project.)
   WEIGHT: 20%
   LENGTH: 10-15 pages, double-spaced excluding the reference list.
   DUE: February 8 by email. Paper copies will also be accepted.
   INSTRUCTIONS: title page with an original title (not “Research Essay”), your name, your email, course title and number, and word count; paginate; the introduction includes a thesis statement; the last paragraph or section includes concluding remarks; refer to course readings and a minimum of five other readings from scholarly books and journals, reports, and from reputable online sources; a broad range of such sources the selection of which should be guided by your own growing sense of effective academic writing and your desire to explore your chosen topic in sufficient depth; you can use your personal voice; ASA style for in-text citations and the reference list; length of 3000-3600 words, double-spaced 12 point Times.
   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 it
yourself.) 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.
You can use your personal voice in the essay.

Use ASA style for in-text citations and the reference list.

In an APPENDIX, include your interview questions, the LOI, and Consent
Form (EXCLUDE the verbatim interview transcript.)

Length = 3000-3600 words, double-spaced 12 point Times.

LATE PENALTY: 2%/day including weekends. Illness and family emergency are the
only legitimate reasons for requesting extensions; both require documentation.
Travel, overwork, poor time management, and participation in sports and other
competitive events are not legitimate reasons for requesting extensions. Students
are expected to know about such obligations in advance and are expected to plan
accordingly.

CONSULTATION: Students are strongly encouraged to consult with the course
instructor 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.

RESEARCH ESSAY TOPIC 1: The Public Sociologist

Choose a (preferably Canadian) public sociologist practicing today from the separate
list, and trace her/his theoretical orientation and methodological influences. Conduct a
literature review of the individual in order to present a PROFILE of his/her
professional work and achievements. Students are encouraged to contact their subject
via e-mail, phone, Skype, or social media to discuss the individual’s influences,
professional practice, principles, goals, approach, challenges, and concerns in their area
or any other questions you develop. Whom has this individual influenced? What does
the individual recommend to others who find inspiration in him/her? In what way
does his/her work serve as a model for you? What do you accept? What do you reject?
Why?

List of public sociologists in Canada and the US
(see separate handout)

Tip: Plan the major project first, then choose an essay topic that will
supplement it.
RESEARCH ESSAY TOPIC 2: The Practicing Sociologist

Interview someone whose work could qualify him or her as an applied sociologist or applied social researcher. Interviews can be conducted face-to-face, by phone, or by Skype or FaceTime. 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. The reading by Raymond Gordon and chapter 10 in the van de Sande and Schwartz book include information on interviewing, but we will dedicate time in class to review all interview questions before you conduct the interview. In class, we will set aside time to discuss the craft of interviewing, and we will practice conducting an interview.

The individual you choose to interview should have a degree in sociology, preferably a PhD, but a MA or even a BA (majoring in sociology) will suffice if their work requires the application of sociological ideas and if the individual is working as an advocate or researcher or consultant and draws upon sociology in his/her work. If an individual with a PhD in sociology is working in a job where there is no opportunity to draw upon sociology, eg. as a public school teacher, an administrator, or a librarian, that will not satisfy your needs. You may discover people with academic backgrounds in other social sciences like geography, anthropology, political science, social work, or gender studies who apply ideas from their respective, but related, disciplines. This may work for your needs. You will have to determine the relevance of their work during your initial conversation with the prospective participant. If you are in doubt, consult me.

Sources for finding an interview participant:
- Applied Sociology Research Cluster of the Canadian Sociological Association (CSA) [Find the profiles of applied sociologists], http://www.csa-scs.ca/files/webapps/csapress/applied/
- Public Practices of Sociology, 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/)
• Versatile PhD, http://versatilephd.com/ (There is a Toronto branch.)
• http://medicommons.futureofthebook.org/alt-ac/
• http://fromphdtolife.com/
• http://careerrechangeforacademics.com/topics/job-search/
• Community Service Learning unit at Queen’s. http://www.queensu.ca/ctl/resources/topicspecific/community.html
• Ask any sociologists you know who they might know, including former grad students and TAs.
• staff in government agencies, businesses, or NPOs, etc.
• authors of any of the readings for SOCY 425
• the instructor’s list of applied and public sociologists

ESSAY TOPICS #1 and #2: These topics are unconventional for an essay. Students may be accustomed to analyzing information gleaned from a stack of readings but not that acquired in an interview. For this assignment, “students must take initiative in formulating, researching, and preparing their assignments” as indicated on page 1 of the course syllabus. Once you have completed your interview with either a public or practicing sociologist, you have some options. At the very least, you need to answer all of the questions you asked your interviewee. Type out all of the answers, but do NOT include the raw transcript in your essay submission. Review the transcript systematically, and then write out all of the responses in paragraph form by paraphrasing and quoting the interviewee. THEN in order to analyze what you learned, you may:

(1) choose and discuss a theoretical perspective (eg. feminism, interactionism, conflict theory, critical theory, phenomenology, social constructionism, or any substantive theories related to specific issues such as network theory, post-colonial theory, labeling theory, rational choice theory, critical race theory, deconstruction theory) that helps explain what you learned in the interview (see list below);

(2) situate what you learned within other literature published on the topic. For example, did your interview participant confirm or disconfirm what other people say about the issue? Is s/he a good or bad (or typical or atypical, or effective or ineffective, or narrow or expansive) model for a public or practicing sociologist? In what way did your interview participant stimulate new thought (or ideas, or problems, or solutions, or connections)? How useful was s/he in identifying ways to apply sociology at his/her organization? How insightful was s/he in reflecting on the organization and providing a critical analysis about it? How do you explain all of this?

(3) choose and discuss a methodological approach (eg. discourse analysis, narrative analysis, ethnomethodology, foucaultian genealogy, content analysis, grounded theory situational analysis, indigenous methodology, critical ethnography) that helps you understand what you learned, especially how you went about critically
analyzing the content of the interview. Students are expected to take full initiative when making these choices. By “critical analysis,” I mean explaining the responses your interviewee gave to you, drawing out their implications, synthesizing the ideas they generate, applying them to other ideas, raising new questions about them, interpreting their meaning, or placing them in a social and/or historical and/or political context.

Ideally, students will take all 3 options, but given the applied and highly specific nature of the interviews and the diversity of students’ purposes, it is difficult to impose a universal structure on the essay. The content of the essay will depend on the accessibility and quality of literature on it, and a student’s skill in applying relevant theory (or theories) and a methodology.

Note that since this is a course on Applied Sociology, theory and methodology will also be applied in nature. That is, students needn’t dedicate a separate section on elaborating abstract theories, methodologies, and literatures as you would for conventional essays in our discipline. We are only interested in how a theory and methodology (and the literature) help you to critically analyze what you learned in the interview. How may theory and methodology be applied to this case?

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.
RESEARCH ESSAY TOPIC 3: Substantive Issues in Applied Sociology
Once you identify a topic for your major project, apply one of the approaches to it from the list below. Choose one of the approaches from the list below and discuss its current state and status in Canada and/or the US and/or anywhere in the world. Give examples or describe a case study. The purpose of this essay topic is to enable students to discuss what and how sociology has been applied to an issue, organization, site, problem, or group, from whatever approach is most relevant or meaningful. Presumably this essay will form the basis of the student’s major project.

List of Approaches in Applied Sociology
Community-Based (or Community-Engaged) Research; Participatory Action Research; sociology as advocacy; sociology as activism; policy research and analysis; organizational assessment; program evaluation; sociology and consultancy; clinical sociology; sociological practice.

Examples of essay topics:
1. What contribution has public sociology made to the eradication of Islamophobia (or any social problem)?
2. Recently, the government of Canada took steps to strengthen its laws and policies related to information acquired through surveillance (Bill C-13 re cyber-bullying and...
lawful access; Bill C-51 that broadens the powers of CSIS). How may these initiatives be subjected to a policy analysis informed by relevant sociological theories? (You may choose any legislation or policy initiatives.)

3. How may an applied sociologist evaluate policies to control racial profiling by police? (You can choose any social problem.)

4. For NGOs dedicated to environmental sustainability, what approaches to program evaluation are most appropriate?

5. What has been the best form of advocacy utilized by organizations dedicated to the rights of LGBT persons (or any other vulnerable group)?

6. How may applied sociology inform the activism of an organization dedicated to the rights of persons with disabilities?

7. How would you respond if the Executive Director of a refugee settlement organization approached you as an applied sociology and requested that you conduct a formal assessment of its services? (You can choose any not-for-profit or charitable organization.)

8. How may the problem of youth underemployment be explored as a community-based research project?

9. How may film be positioned as the focus of a community-based research project for disabled children? (You may choose theater or visual arts or dance, and any vulnerable group.)

10. How has clinical sociology been practiced in US drug rehabilitation clinics and how may that be applied in the Canadian context?

Tip: One way to identify a topic is to browse the *Journal of Applied Social Science* for a research article of interest, and then adapt that topic to your own interests.

2. MAJOR PROJECT OUTLINE
WEIGHT: 10%
LENGTH: open
DUE: March 8, by email: clrdomain@gmail.com

INSTRUCTIONS: proposed title for the major project; your name, your email, course title and number all on a title page or on the same page as the rest; the proposed components of the major project. This will include: (1) one paragraph: introduction including a draft of your thesis statement and your purpose, (2) one paragraph or more: draft summary of your plans for your major project (what, where, when, how you plan to do it), interview and/or observation plans if applicable, (3) one paragraph: theory/theories you may use in discussing what you learned; 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. 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.

3. MAJOR PROJECT
Individuals may work alone or in a group of TWO.

This assignment requires students to plan, to possibly conduct a portion of, and to communicate the results of an applied sociology project regarding a subject of your choice. To ensure this works well, students need to reflect on their interests beyond those shaped by their coursework to date. Ponder these three questions: What population is of particular concern for you? What social problem would you like to fix? What difference would you like to make in the world?

Groups of two students must accumulate 50-60 points from the list below.
Students working individually must accumulate 40-50 points.
Your selected activities must be listed. They may be reflected in the sub-headings of the final report.

WEIGHT: 30%
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 your personal voice; ASA style for in-text citations and the reference list; no restriction on length, 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; paginate; you can use the first
person.
• Title page;
• Introduction including a summary of your purpose;
• Summary of the setting (history, organization, key decision-makers, mandate, its
key concerns);
• Summary of the literature on the topic;
• 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 (see lecture notes on this matter)
• 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, eg. interview/s, survey,
program evaluation, policy collection/review. Start each component on a new page and
indicate the nature of the activity with a sub-heading, eg. Interview, Policy Collection
and Review, 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.

PART C
This section is your Appendices that can be listed as Appendix A, B, etc. It will include:
• 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. Include these in your Reference List.
• 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;
• 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.

Students are expected to consult the RESOURCES LIST 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>
</tr>
<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)</td>
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<tr>
<td>Activity</td>
<td>Weight</td>
<td>Description</td>
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<tr>
<td>Survey</td>
<td>10</td>
<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>Program Evaluation</td>
<td>20</td>
<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>
</tr>
<tr>
<td>Needs/Assets Assessment</td>
<td>20</td>
<td>This may be integrated into an interview.</td>
</tr>
<tr>
<td>Clinical intervention</td>
<td>20</td>
<td>Proposal only (Students are not required to conduct the intervention.)</td>
</tr>
<tr>
<td>Advocacy plan</td>
<td>20</td>
<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>
</tr>
<tr>
<td>Community-Based Qualitative Research</td>
<td>20</td>
<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>
</tr>
<tr>
<td>Research Ethics Application</td>
<td>20</td>
<td><a href="http://www.queensu.ca/urs/ethics/general-research-ethics-board-greb/human-ethics-e-application-system#Queen's%20Faculty%20and%20Staff">http://www.queensu.ca/urs/ethics/general-research-ethics-board-greb/human-ethics-e-application-system#Queen's%20Faculty%20and%20Staff</a> Complete all components of the application. Do not submit it to GREB. Export it as a pdf document to yourself, and submit it with your major project.</td>
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<tr>
<td>Policy Collection and Review</td>
<td>10</td>
<td>Collect and review policies, eg. by-laws, mandate and vision, organizational planning documents, Annual General Meeting minutes, etc.</td>
</tr>
<tr>
<td>Policy Analysis</td>
<td>20</td>
<td>Conduct an analysis with selected policies or other documents.</td>
</tr>
<tr>
<td>Grant proposal</td>
<td>20</td>
<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>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>10</td>
<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>
</tr>
</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 (eg. 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 (eg. 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.

Interviewing
Interviews can be conducted face-to-face, by phone, or by Skype or FaceTime. 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 (as handouts) for your use. The chapter in the Johnson book includes information on interviewing, but we will dedicate time in class to review all interview questions before you conduct the interview and we will set aside time to discuss the craft of interviewing. Aim for a 30-minute interview, although good interviews often run over.

Choosing an individual to interview
Select a person who might find an applied research project valuable. Explain that this is a proposal only, and that you are not carrying out the research project at this time.
Inform the participant that that your purpose is to learn what kind of research project would be of interest from his/her perspective if you had the time and resources to carry it out. You may add that exploring a potential research project doesn’t only benefit you, but it benefits the interview participant by articulating the needs and priorities of the organization should the opportunity to carry it out become available in the future.

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.

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
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 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  
CBR proposal = 20 points  
Researcher’s log = 10 points  
TOTAL = 50 POINTS

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**MAJOR PROJECT: EVALUATION RUBRIC**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Details</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>General structure</td>
<td>All required components (see list above)</td>
<td>20</td>
</tr>
<tr>
<td>Key contents</td>
<td>Discussion of the literature on the topic; Discussion of relevant theories in relation to your topic</td>
<td>20</td>
</tr>
<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>
<td>10</td>
</tr>
<tr>
<td>Individual tasks</td>
<td>see below</td>
<td>35</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>see below</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
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</table>

**Individual Tasks: Details**  
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)

Community-Based Qualitative Research (Proposal) (who, what, where, when, why, and how the CBPR 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, eg. descriptive, “tour,” opinion, feeling, explanation, and contrast Qs)

General Evaluation Criteria

• Evidence of CRITICAL ANALYSIS (eg. explaining, reading for implications, synthesizing ideas, applying ideas, raising questions, interpreting, reading for social context);
• Evidence of ACTIVE LEARNING (ie. the process in which the ideas you encounter in reading become integrated with your own perspective): How fully have you engaged with the topic? To what extent did you make it your own?

4. PRESENTATION AND DISCUSSION OF CASE STUDIES (Weeks 7, 8, 9) (15%)
The selection of case studies are derived from the course text and from two edited books, collections of a wide range of applied sociology projects conducted by established university-based researchers. Students are expected to present and discuss the case studies in about 10-15 minutes:
• provide information about the author (affiliation, department, area of expertise, major publications and achievements)
• summarize the project
• evaluate the project (positive and negative points, and why; what you liked/disliked)
• develop a question to present to the class

5. PARTICIPATION AND ATTENDANCE (15%)
This is a participation-intensive course. Every component and every assignment serves as material for dialogue. Peers benefit from hearing about each component of others’ activities and may help in clarifying next steps or overcoming challenges. The seminar will function as a workshop in which students will communicate to the class what they are learning in the process of completing the research paper and the group project. 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?)
• lectures
• workshops and progress reports about assignments (when students informally discuss the progress of their essays and projects)
• any exercises or practice sessions, 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. After some introductory lectures, the course will be driven almost entirely by individual and group work on the part of the students. For this reason, it is essential that you attend class on a regular basis and that you pay careful attention to deadlines for individual and group work. We may set aside time in class to catch up with readings and then to discuss them. We will also set aside time for students to develop their projects. As described above, regular time will be dedicated to
sharing students’ experiences about the class assignments, especially the major project. This may involve one-to-one consultations with me that are similar to office hours, but held during class time.

HANDOUTS

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

EVALUATION CRITERIA FOR ALL ASSIGNMENTS AND CLASS PARTICIPATION

• Evidence of critical analysis (eg. explaining, reading for implications, synthesizing ideas, applying ideas, raising questions, interpreting, reading for social context);
• Evidence of active learning (ie. the process in which the ideas you encounter in reading become integrated with your own perspective).

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 picked up by individual students during class or during the professor’s office hours. If students are unable to pick up their assignments personally, they can provide the professor with a stamped, self-addressed envelope to be used for the return of their work.
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’s breach of academic integrity. 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 [the course]. 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.

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<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<tr>
<td>A+</td>
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