Humboldt State University
SOC 480 :: Community Action Research and Grant Writing
T/R 3:00 – 4:50 PM :: SH 116 :: Spring 2016

| Professor: Dr. Meredith Williams | Office: BSS 536 |
| Phone: (707) 826-4326 (email better!) | Office Hours: T 10-11a |
| Email: Meredith.Williams@humboldt.edu | |
| TA: Joshua Smith | Office: BSS 518 (Soc Office) |
| Email: jss11@humboldt.edu | Office Hours: W 12-1 in the Library |

Course Description

While this is fundamentally a research methods class, in which you will be learning a variety of research designs and methods, it has a distinctive flavor: action research. At its core, action research (1) acknowledges that people’s life experiences make them the “experts” (rather than an ivory tower academic) about their lives; and (2) has the goal of informing social change, not just producing knowledge. Action research is a fundamental part of understanding, and working in and for, social justice.

This course will revolve around group projects that try to learn more about real “social problems” happening here in Humboldt County. The idea is to get “hands on” experience working on an issue for the full semester, to show you ways you can use these methods in the future for your own scholarship and/or careers. You should leave the class with several lines on your resume and/or CV.

You will be able to cater your learning experience to one of the following local “social problems”:

- Transgender and gender non-conforming students are less likely to attend/graduate from college.
- People with disabilities are less likely to attend/graduate from college.
- HSU would like to know how to increase graduation rates, especially for first generation students.
- There is a lack of good options for prisoner reentry in Humboldt County.

**NOTE:** Group work is absolutely fundamental to this class. If you are not willing or able to participate and contribute to all group work sufficiently, you should choose another class. Letting your group down is NOT an option. You will not be successful in this class if you do not fully contribute.

Estimated Outside Class Time

Students hoping to earn an “A” in this class can anticipate spending an average of 4-6 hours each week on outside class activities: reading, writing and editing, further researching and thinking about material in preparation for our class meetings. I encourage you to schedule and use this preparation time starting in the first week so that you can make the most of this seminar.

Required Texts/Readings

- **Public Sociology Toolkit (PST):** See hspublicsoc.wordpress.com/public-sociology-toolkit. NOTE THAT YOU MUST READ ALL LINKS AND WATCH ALL VIDEOS WHEN A TOOLKIT ENTRY IS ASSIGNED.
- **Moodle (M):** Many course readings will be available on the course Moodle site (learn.humboldt.edu).
- **Course Blog:** Many aspects of the course will be found at thesociologicalperspective.wordpress.com
Course Goals and Student Learning Objectives

At the end of this course you will have a sociological understanding of several of the major theories that explain criminal behavior, and the weaknesses and strengths of those paradigms. You should be able to demonstrate the following course learning outcomes, as well as progress toward final department and university-related learning outcomes:

Course Learning Outcomes

1. Describe, compare, and critique various approaches to research design with a focus on social change.
2. Discuss issues of subjectivity, reflexivity and power in the research process.
3. Design and carry out several ethical action research projects.
4. Practice with writing methodological designs, and quantitative and qualitative results.
5. Hands on experience with both quantitative (SPSS) and qualitative (Atlas.ti) data analysis software.
6. Professional development toward higher education, or a career in social justice or public service.

Department Learning Outcomes

1. Use appropriate research methods to answer sociological questions.
2. Act professionally and ethically.

University Learning Outcomes

**HSU graduates will have demonstrated:**

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

**HSU graduates will be prepared to:**

1. Succeed in their chosen careers.
2. Take responsibility for identifying personal goals and practicing lifelong learning.
3. Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Learn more about University Learning Outcomes at: humboldt.edu/assessment/hsu_learning_outcomes
Course Policies and Procedures

<table>
<thead>
<tr>
<th>Icon</th>
<th>Policy</th>
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<tbody>
<tr>
<td>📝</td>
<td>Read the Syllabus! Nothing in here will be up for re-negotiation at the end of the semester—read carefully, ask questions.</td>
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<tr>
<td>📞</td>
<td>No Cell Phones. This is disrespectful, and disruptive. I expect you to plan ahead, and show respect—no phones in class.</td>
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<tr>
<td>✋</td>
<td>Attendance is Mandatory. More than TWO absences = 10 points off of your final grade each. Absence = missing more than 15 minutes (any part of the class).</td>
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<tr>
<td>🖥</td>
<td>Computers are a Privilege. Your ability to use a computer or tablet in class will be revoked the first time you use the device for anything unrelated to class.</td>
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<tr>
<td>📩</td>
<td>Email Etiquette. Make sure your emails are respectful of me, and reflect well upon your professionalism (tone, greeting, grammar, using your name, etc.).</td>
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<tr>
<td>🕒</td>
<td>Budget Your Time. Do not expect an email response within 24 hours, or outside of M to F, 9 to 5. Moodle issues are not an excuse – submit work early.</td>
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<td>🛠️</td>
<td>Help! If you need help, come see me when life is happening. Do not wait until the end, when there is nothing we can do.</td>
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<td>🕒</td>
<td>Office Hours. Please email me with sufficient notice to make arrangements outside of scheduled office hours.</td>
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<td>❌</td>
<td>No Extensions. There are no make-up assignments or extensions without a certified emergency (e.g. death in the family). Do not ask for exceptions.</td>
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<tr>
<td>📧</td>
<td>Check Your Email! You MUST check your Humboldt email regularly (at least once per day). I will use it to contact you with news related to the course.</td>
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<tr>
<td>✔️</td>
<td>Citations are mandatory. You must know how to use ASA citation style properly. See the Writing Center for help, if needed.</td>
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<tr>
<td>✍️</td>
<td>Guidelines for Written Work. See the Course Blog for rules about margins, font size, etc. You must follow all guidelines.</td>
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University Policies

Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. Student Disability Resource Center Website. If you are a student with a disability, please consider discussing your needs and possible accommodations with me as soon as possible.

Add/Drop policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. Add/Drop Policy

Emergency evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review Emergency Operations Website for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: 826-INFO or at the Humboldt State Emergency Website.

Academic integrity: If you plagiarize, or otherwise cheat, on any exam or assignment, you will fail this course and your name and the nature of your infraction will be forwarded to the Office of Student Rights and Responsibilities. Plagiarism involves intentionally representing someone else’s words or ideas as your own. If you use outside sources—either in the form of quotes or ideas—you must cite them to indicate where they come from. Please see or email me, or visit the Writing Center, if you need help with citations. Students are responsible for knowing the policy regarding academic honesty. Academic Honesty Policy.

Attendance and disruptive behavior: Students are responsible for knowing policy regarding attendance and disruptive behavior. Attendance and Disruptive Behavior Policy

HSU Resources and Policies: http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies
Assignments and Grading Policy

Assignments and Point Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>x</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>10</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>IRB Application</td>
<td>25</td>
<td>1</td>
<td>25</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20</td>
<td>1</td>
<td>20</td>
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<tr>
<td>Grant Proposal</td>
<td>25</td>
<td>1</td>
<td>25</td>
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<tr>
<td>Final Presentation</td>
<td>25</td>
<td>1</td>
<td>25</td>
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<tr>
<td>Final Research Report</td>
<td>50</td>
<td>1</td>
<td>50</td>
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<tr>
<td>Group Citizenship</td>
<td>25</td>
<td>1</td>
<td>25</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>250</strong></td>
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Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>84 – 86%</td>
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<tr>
<td>C+</td>
<td>77 – 79%</td>
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<tr>
<td>C</td>
<td>70 – 73%</td>
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<tr>
<td>D+</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>64 – 66%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Homework Assignments (8 x 10 points): Eight times throughout the semester you will complete a Homework Assignment. These can be as an individual or group. Details about each Homework Assignment is described on the Course Blog. Due dates are on the Course Schedule, below.

IRB Application (1 x 25 points): As a group, you will need to complete an IRB application for the research that you plan to conduct for the semester, including your plan to use THREE methods. You can build the application as we learn the methods. IRB Applications are due to Moodle by February 28th.

Annotated Bibliography (1 x 20 points): Over the first half of the semester, you will need to read and annotate FOUR articles that pertain to your group's topic. You will need to ensure you are the other members of your group are not annotating the same articles. Collectively, you will be able to gather a substantial list of readings that pertain to your topic. Combine your group annotations into one Annotated Bibliography. Annotated Bibliographies are due to Moodle by April 3rd.

Grant Proposal (1 x 25 points): As a group, you will complete a real grant proposal for a grant that could be a good fit for your project or organization. You will need to make sure you complete all of the required pieces of the proposal, and write it competitively, as if to a real grant funder. For the grant check, have ONE person in your group send me the name of 1-2 grants you are considering, with links to more information. You must have your grant choice checked by me by March 13th; the completed Grant Proposal is due March 27th.

Final Presentation (1 x 25 points): At the end of the semester, as a group, you will need present your findings from throughout the semester. You will need to talk about each of the methods you used, and each set of findings. Your presentation should 20-30 minutes. Final Presentations are the last week of class.

Final Research Report (1 x 50 points): At the end of the semester, along with your presentation, your group will need to develop a Research Report. This will showcase your findings, and explain all of your methodologies. Your Final Research Report will be approximately 12-15 pages. Find an article or community report to act as a model for how to write and organize your Report. Final Research Reports are due May 13th.

Group Citizenship (up to 25 points): As point of your Final Research Report you will be writing a reflection on the semester. In that reflection, you will provide feedback on how well you, and the others in your group, performed as group members. I will use the reflections from the people in your group to assign Group Citizenship points. The more engaged and proactive you are, the more points you will get. Note that this score can significantly raise or lower your grade. I cannot say this strongly enough: be a good citizen of your group! Your group should be able to depend on you, and your grade will reflect how well you contribute to group assignments.
### Course Schedule

This schedule is subject to change with fair notice.

**PST:** Public Sociology Toolkit (read everything!)  
**CR:** Craft of Research  
**MR:** Modern Romance  
**GWD:** Grant Writing For Dummies, 5th Edition  
**M:** Other Readings on Moodle

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic + Assigned Readings (note: readings should be done BEFORE class)</th>
<th>Assignments due Sundays</th>
</tr>
</thead>
</table>
| 1  | Jan 19 | Introductions and Semester Plan  
M: ASA Style Guide |  
|     | Jan 21 | **Team Building**  
CR: Prologue + Ch 1: Thinking in Print: The Uses of Research (3-15)  
M: How Sociologists Made Themselves Irrelevant (Patterson)  
M: Getting Started With Trello (watch)  
M: Google Drive Tutorial (watch) | HW1: Trello+Google Drive  
| 2  | Jan 26 | **What is Action Research?**  
PST: Participatory Action Research  
CR: Ch 2: Connecting with Your Reader (16-27)  
M: On Scholarly Activism (Goldrick-Rab) |  
|     | Jan 28 | **Action Research Questions**  
CR: Ch 3: Prologue + From Topics to Questions (31-50)  
CR: Ch 4: From Questions to a Problem (51-67)  
M: Writing in Sociology: Formulating a Question (Rogers-Dillon) | HW2: Research Questions  
| 3  | Feb 2 | **Designing an Action Research Study**  
PST: Public Sociology Toolkit (poke around)  
CR: Need to Know Ch 4: The Vocab of Science (48-70)  
M: Research Design in Sociology (Barkan) | HW3: CITI Training  
|     | Feb 4 | **Ethics in Action Research**  
CR: The Ethics of Research (273-276)  
M: An Introduction/Review of Action Research + Ethics (Parsons) |  
| 4  | Feb 9 | **Skill: Observation/Ethnography/Oral History**  
PST: Ethnography  
M: ‘Dude, You’re a Fag’: Adolescent Masculinity...Discourse (Pascoe)  
M: *Queer Brown Voices* Preface (Gomez) | HW4: Interview Schedule  
|     | Feb 11 | **Skill: Conducting Qualitative Interviews**  
PST: Qualitative Interviews  
M: Learning/Strangers Ch 3: Preparation (39-59)  
M: Learning/Strangers Ch 4: Interviewing (61-119) |  
| 5  | Feb 16 | **Skill: Facilitating Focus Groups**  
PST: Focus Groups  
M: Helpful Hints for Conducting a Focus Group  
M: Messy, Butch, and Queer: LGBTQ Youth (Snapp, et al. 2015) | HW5: Survey Questions  
|     | Feb 18 | **Skill: Survey Research**  
PST: Survey Methods  
M: Need to Know Ch 9+10: Survey Part 1 (150-191)  
M: How to Conduct Ch 6: Writing Good Questions (Salant & Dillman) |  
| 6  | Feb 23 | **Theoretical Foundations**  
MR: Intro + Chapters 1 and 2 (1-68)  
M: *Queer Brown Voices* Introduction (Vidal-Ortiz) | IRB Application  
|     | Feb 25 | **Devising a Research Plan**  
MR: Chapters 3 and 4 (69-147)  
M: How We Ask about Gender and Sexuality Matters More Than You Think (Bridges) |  

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**Note:** Assignments due Sundays.
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</thead>
</table>
| 7  | Mar 1 | **Skill: Best Practice Research**  
**CR:** Chapters 5 and 6 (68-101)  
**M:** Conducting Best and Current Practices Research (Eglene)  
**M:** Using Zotero (Buehler and Brown)  | HW6: Zotero |
|    | Mar 3 | **Skill: Literature Review**  
**CR:** Prologue + Chapters 7 - 9 (105-138)  
**M:** Writing a Literature Review: Six Steps... (Golash-Boza)  | Grant Check |
| 8  | Mar 8 | **Skill: Grant Writing**  
**PST:** Grant Writing  
**GWD:** Part I  | Grant Proposal |
|    | Mar 10| **Skill: Grant Writing – MEET IN LIB 121**  
**GWD:** Part II  | Annotated Bib |
|    | Mar 15/17 | **SPRING BREAK – NO CLASSES**  
**GWD:** Part III and IV  | |
| 9  | Mar 22 | **Skill: Grant Writing**  
**GWD:** Part V and VI  | |
|    | Mar 24 | **Data Collection**  
**MR:** Chapter 5 (149-176)  | |
| 10 | Mar 29 | **Data Collection**  
**MR:** Chapter 6 (177-208)  | |
|    | Mar 31 | **CESAR CHAVEZ DAY – NO CLASSES**  
**MR:** Chapter 7 + Conclusion (209-256)  | |
| 11 | Apr 5 | **Skill: Transcriptions**  
**M:** How to Transcribe Interviews  
**M:** How to Tutorial: Using Express Scribe to transcribe audio recordings (Wight)  | HW7: Content Coding |
|    | Apr 7 | **Skill: Content Analysis**  
**PST:** Content Analysis  
**M:** What is Grounded Theory? (Scott)  
**M:** An Example of How to Perform Open Coding... (Gallicano)  | |
| 12 | Apr 12 | **Skill: Oral History/Storytelling – with Salvador Vidal-Ortiz**  
**M:** Queer Brown Voices – choose a chapter  | |
|    | Apr 14 | **Skill: Qualitative Data Analysis**  
**CR:** Chapters 10 and 11 (139-170)  
**M:** Dedoose Video Tutorial 1, 2 and 3  | |
| 13 | Apr 19 | **Skill: Quantitative Data Analysis**  
**M:** SPSS Statistics for Students: The Basics (University of Wisconsin)  
**M:** SPSS for newbies: questionnaire data entry (Chan)  | HW8: Data Visualization |
|    | Apr 21 | **Skill: Secondary Data Analysis**  
**PST:** Secondary Data Analysis  
**M:** Data Visualization Pinterest Board  | |
| 14 | Apr 26 | **Skill: Report Writing**  
**CR:** Prologue + Chapters 12 – 14 (171-212)  | |
|    | Apr 28 | **Skill: Report Writing**  
**CR:** Prologue + Chapters 15 – 17 (213-270)  | |
| 15 | May 3 | **Final Presentations**  | Final Research Report |
|    | May 5 | **Final Presentations**  | |