



Black Lives Matter protest.
Photo by Malike Sidibe / Redux

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Please use this syllabus alongside our Canvas course website as your go-to, handy tour guide as you navigate this course throughout the span of five weeks. 😊

SOCY 3A: The Evaluation of Evidence

UC Santa Cruz, Summer 2022

Instructor	Roxanna Villalobos (she/her), Ph.D. Candidate, Sociology, Latin American & Latinx Studies
Email	rvillalo@ucsc.edu
Teaching Assistant	Kaylee Roberts (she/they), Ph.D. Student, Sociology
Email	krobert2@ucsc.edu
Lecture Date & Time	Tuesday & Thursday, 1:00PM-4:00PM
Discussion Sections	Section A: Friday 10:00AM-11:05AM Section B: Friday 12:00PM-1:05PM
Instruction Location	Remote/Online via Zoom

Welcome!

This course is an introductory course to research methods for sociology undergraduate majors and minors. My hope for this course is to cultivate a growing curiosity and critical eye for sociological research in each of you. Ideally, this course will motivate you to pursue an original research project, perhaps for your senior thesis and/or as you pursue graduate school! What social issues do you care about? What would like to learn more about?

I invite you to see this course as a stepping stone towards generating a research interest that extends beyond this course and beyond your undergraduate career. If research is not your thing, no problem! At least you will walk away from this course as a conscious and ethical consumer of data in the real world.

Land Acknowledgement

Formulated by the tribal chairperson of the Amah Mutsun Tribal Band in collaboration with Rick Flores, Horticulturist and Steward of the Amah Mutsun Relearning Program at the UCSC Arboretum.

I would like to begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Yupi Tribe of the Awaswas Nation. Today these lands are represented by the Amah Mutsun Tribal Band who are the descendants of the Awaswas and Mutsun Nations whose ancestors were taken to Mission Santa Cruz and Mission San Juan Bautista during Spanish colonization of the Central Coast. Today the Amah Mutsun are working hard to fulfill their obligation to the Creator to care for and steward Mother Earth and all living things through relearning efforts and the Amah Mutsun Land Trust.

General Information

Lecture will be held synchronously and asynchronously on Zoom. Synchronous lecture will occur live on **Tuesday and Thursday from 1:00-3:00pm online**. A mini-lecture video will be posted Wednesday mornings to Yuja. Attendance and participation will be taken during live sessions, which I explain more [here](#). The Zoom link for lecture can be found below and on Canvas under the “Zoom” tab.

Lecture [Zoom Link](#) | Meeting ID: 964 5757 4140 | Passcode: 724357

Lecture will be recorded and posted to Yuja via Canvas by the following day. Recordings will be available to use as a review and as an option to make up lecture should life happen and inhibit you from attending lecture live. On how to make up a lecture, see [here](#). Section will also held synchronously on Zoom. Your TA will email you section Zoom links and section information during week 1.

Instructor Information

Hi, everyone! My name is Roxanna Villalobos and I’m a Ph.D. Candidate in Sociology at UC Santa Cruz. My pronouns are she/her/hers. You may refer to me as Roxanna (not with an “e”). This is my fourth time teaching this course, but my second time as the lead instructor. I have shared more about my personal and educational background on Canvas, where I also describe my research. You will find an “about me” for your TA there as well.

Email Communication

My preferred method of contact is through my G-mail account at rvillalo@ucsc.edu and Canvas email. **Please write “SOCY 3A” as the subject line in your email to me and/or TA.** I will check course related emails regularly. However, expect a response from me within **24-48 hours**, as I receive a high volume of emails daily. If you need detailed help with course material, I highly encourage you to attend office hours. If your email is urgent, please write “urgent” in the subject line so I can attend to your emergency in a timely manner. **Please note that I do not check my email over the weekends. If you have any questions that need immediate answers, please email me before 5:00PM on Fridays.**

Pedagogical Approach

I approach all students as people with needs, responsibilities, interests, and goals that extend beyond the classroom. For this reason, I aim to offer you support that is attentive to your intersectional identities, lived experiences, and full lives outside of academia. Your well-being is important to me. If you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch with me to discuss ways we can put you in the best possible position to succeed. (Adapted from SOCY Graduate Students).

Office hours will be available three ways.

1. One-on-one sign-ups.

You can sign-up in advance for one or multiple open slots to meet with me one-on-one. Each slot is 15-minutes long and takes place on **Wednesday from 11:00AM to 1:00PM**. The link to sign-up is located [here](#) and also on Canvas under the "Syllabus" tab. The Zoom link for office hours is under "Zoom" on Canvas and within the sign-up page via Google Sheets.

2. Group sign-ups.

You can sign-up in advance for one or multiple open slots to meet with me as group of 2-to-4 individuals. Each slot is 15-minutes and also take place on **Wednesday from 11:00AM to 1:00PM**. Please indicate it is a "group" meeting when you sign-up. The link to sign-up is located [here](#) and also on Canvas under the "Syllabus" tab. The Zoom link for office hours is under "Zoom" on Canvas and within the sign-up page via Google Sheets.

3. Appointments

If the above timeslots do not work with your course or work schedules, you may email me to set up a 1-on-1 or group appointment. In your email, please indicate 3 dates and times that work with your schedule. This will save us some back-and-forth emails.

Office Hours

I'm incredibly eager to get to know each of you in lecture and in office hours! I encourage you to attend my office hours **at least once** throughout the course.

What are office hours? What can you talk to me about?

Office hours have multiple purposes! You may come to seek clarification on concepts and other course material or to discuss an upcoming assignment. While this is the typical way office hours are understood, I would like to invite you to sign-up even if you are not struggling or in need of clarification. I would love to talk to you about your research interest and your background, offer guidance and resources, or to give you the 411 on graduate school. I'm here for anything related to research, graduate school, college, sociology, or just you. I hope to get to know each of you!

Course Description

- *How does the social world operate across time and space?*
- *How can we observe and identify patterns of social facts that exist "out there" in reality?*
- *How can we systematically understand and study social reality?*
- *How can we apply research evidence towards addressing social issues we care about?*

These questions primarily drive social science research and can be answered through empirically based research methodologies. Empirical research methodologies refer to the systematic collection and analysis of information or data based on observation and measurement of the social world. Social science research not only allows us to understand how and why societies operate in particular ways, but further, it provides us with evidence and tools necessary for addressing pressing social problems, such as social movements like #BlackLivesMatter. Many of our faculty in the Sociology department have conducted important applied research on issues that include: [Health Equity](#), [Santa Cruz housing insecurity](#), [California's Central Valley Latinx youth activism](#), [the importance of inclusive recess](#), [Black geographies](#), and [more!](#)

What are you interested in?

Sociology 3A will provide you with methodological tools and scientific knowledge to explore, understand, and study questions about contemporary social phenomena.

Required Readings

Babbie, Earl. 2016.
The Practice of Social Research,
14th Edition

This book may be purchased at BayTree Bookstore or you can rent it on amazon.com for the duration of the course. ***If you are experiencing financial concerns in purchasing this book, please email me and/or your TA for guidance***

Ray, Ranita. 2018.
The Making of a Teenage Service Class: Poverty and Mobility in an American City

Smith, Linda T. 2012.
Decolonizing Methodologies: Research and Indigenous Peoples

Collins, Patricia H. 2000.
Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment

The above required books are available free of charge online through the UCSC library e-library service. ***Please note that you are limited in how many PDFs you can download. Download assigned chapters only.***

Click [SOCY 3A Online Books Reserves](#) to find links to the books above.

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Supplemental Readings and Media

A selection of supplementary readings and media will also be required and available via the Canvas course website. You may find them under "Files" > "Readings" and "Media."

Learning Goals

By the end of the course, you will be able to:

1. Identify and explain general principles of social science research design, such as: levels of measurement, operationalization, inductive and deductive reasoning, purpose of research, and ethics of design.
2. Describe and differentiate between multiple forms of empirical data collection and data analysis commonly used to conduct applied sociological research.
3. Compare and contrast general principles of social science research design with anti-racist, feminist, and decolonial research methodologies.
4. Dissect how your social positionalities within the role of the researcher encompasses both strengths and limitations to the research process by evaluating how your intersectional identities, experiences, cultural/ethnic backgrounds, and biases shape (implicitly or explicitly) the research question you pose and plan to investigate.
5. Evaluate and critique social science research you encounter within academia and everyday life by utilizing principles of ethical, antiracist, and feminist research design.
6. Identify a social problem that 1) you care about and/or are personally connected to, and 2) can be better understood through social research. Convert identified research interest into a strong research question that can be investigated through empirical data collection and analysis.
7. Design an ethical research plan for data collection and analysis that incorporates practices of self-reflexivity and critiques of power imbalances in the research process.

Assignments

You will accomplish the learning goals stated above by learning and practicing skills of application and critical thinking by doing the following assignments:

- 1) weekly peer group concept log
- 2) weekly online peer discussions
- 3) weekly short writing assignments
- 4) a research proposal & survey.

Weekly Peer Group Concept Log

You will be placed in the same group of 3-5 students in your discussion section for the duration of the course. Each week during section you will spend 20-30 minutes crafting a working log of definitions of pre-identified list of concepts. You will work together and pull from readings, lecture, and reflections to 1) craft a formal definition, and 2) identify the stage of the research process where this concept belongs. You are encouraged to revise definitions based on feedback from me, the instructor, and your TA. You will also be allowed to use these working definitions in your assignments (by giving credit to the entire group). You will receive attendance and participation credit for section based on your group entry for that week.

Lecture Attendance & Participation

You will receive attendance and participation credit for submitting a ticket for each lecture and will be given a “check” or “no check” for credit.

You will either start (entry ticket) or end (exit ticket) lecture by answering 2 questions that will require you to evaluate your working understanding of that week’s central concepts, as well as help you to build connections across lectures from different weeks. Question prompts will be shared live during lecture. An example of a question that could be asked is: *What is your main takeaway from today’s lecture?*

Make-up Attendance & Participation

I understand there will be days that you cannot show up to class for a number of reasons. Whether you experience an emergency, feel sick, or life happens, sometimes you can’t show up to class. As such, you will be allowed to make up 2 missed lectures.

You will be required to submit a small written assignment based on the lecture that you missed. Specific instructions and deadlines will be emailed to you if you communicate to me your desire to make up a lecture.

Assignments Continued...

Weekly Online Peer Discussions

At the end of each week on Friday, you will be required to submit 1 discussion post and comment on at least 2 discussion posts of your peers. You are invited to give thoughtful feedback to more than 2 peers but will only be given credit for two. Each discussion will have a distinct set of guiding questions around one theme or scenario posted on Wednesday of that week. You will engage in all these questions from your personal perspective using “I” statements. Please check Canvas under “Discussion” for more information and distinct instructions each week.

During lecture, you will learn how to provide constructive and learner-centered feedback to your peers. Meaning, you will learn how to give feedback that is generative and encouraging – instead of stifling to your peers’ working explorations. Generally, you will comment on your peers’ posts by 1) identifying one takeaway (or more) you learned from your peer’s reflection, 2) identifying one question (or more) on what you remain curious about, 3) making one connection back to your own reflection for that week. Your individual post will have specific instructions and will be posted to Canvas (as well the information found here).

Weekly Short Writing Assignments

You will submit a short writing assignment at the end of each week between Sunday-Monday. Each assignment will focus on a central aspect of your research proposal, a final paper due at the end of the course.

The assignments will be: 1) research question and rationale, 2) annotated bibliography of 3-4 peer-reviewed sources, 3) revision of research question and operationalization of key concepts from research question, 4) research methods worksheet (outline of proposed methods for a mixed-methods survey data collection). Each writing assignment will be given extensive feedback and will be equally weighed towards final grade.

Research Proposal & Survey (Final)

You will compile your short writing assignments, revise them based on TA feedback, and create a (partial) research proposal with the following components: abstract, research question, literature review, and outline of research methods. Additionally, you will adapt your operationalization of key concepts assignment to craft 15-20 survey questions that incorporate qualitative and quantitative data collection. Lastly, you will conclude your proposal by writing a reflection on your positionalities, ethical concerns, and analysis of power in reference to your literature review and survey; you may incorporate your own writings from your discussion posts in this part of the paper. All components of this final paper will be revisions and applications of prior assignments.

Grading Point Scale

A: 90+
A+ >98.00
A >93.5
A- >90.0

B: 80-89
B+ >88.00
B >83.5
B- >80.0

C: 73.5-79
C+ >78.00
C >73.5

Evaluation & Grading

ASSIGNMENT	TOTAL POINTS POSSIBLE	PERCENTAGE
Syllabus Annotation	1 point	1%
Peer Group Concept Log	2pts x 5 group entries: 10 points	10%
Entry / Exit Tickets	1pt x 10 tickets: 10 points	10%
Online Peer Discussions	2pts x 5 individual posts: 10 points 1.5pts x 10 response posts: 15 points Total: 25 points	25%
Short Writing Assignments	6pts x 4 assignments: 24 points	24%
Research Proposal and Survey	20pts for final paper + 10 pts for survey Total: 30 points	30%
Extra Credit	5 points	
TOTAL	100 points	100%

Inclusion and Accessibility

Adapted from UC Santa Cruz faculty and CITL

I aim to make our learning community as accessible as possible. This means that I aim to provide accessible materials and to create opportunities for different kinds of engagement in our classroom space.

If you come across materials that are not accessible to you, or experience a barrier to your participation in a class or meeting, please bring this to my attention and I will gladly work with you to ensure accessibility.

If you are a student with a disability (disabilities can include mental health and attention-related, learning, vision, hearing, physical or health impacts) who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the session. At that time, I would also like us to discuss ways we can ensure your full participation in the course.

I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Course Policies & Inclusion

Community Agreements

During the first week of section, you will collectively craft a set of community agreements with your peers and TA. These community agreements will be used as guidelines that we will collectively respect in our classroom community within each space that we interact with one other, be it lecture, section, group documents, emails, office hours, or discussion forums.

Academic Community & Fair Use Statement

Adapted from UC Berkeley's Center for Teaching and Learning and UC Santa Cruz's Center for Innovations Teaching and Learning (CITL). Please also read the [Sociology Department's Statement on Academic Integrity](#).

You are a member of an academic community at one of the world's leading research universities. Universities like ours create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the research of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and respect for the intellectual property of others. Researchers don't use one another's research without attribution because we want to recognize the foundational work we have drawn on in order to create new knowledge; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi—any class materials) from their classes without the written permission of the instructor.

Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper citation (generally, quotation marks or an indented quotation) and correct attribution.

If you are not clear about the expectations for citing sources, completing an assignment, or taking a test or examination, be sure to consult the library website on citing sources (<https://guides.library.ucsc.edu/citesources>), and if you are still confused, seek clarification from your instructor or TA before turning in your assignment.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. Consequences and process for academic misconduct appear here: <https://ue.ucsc.edu/academic-misconduct.html>

CARE (Campus Advocacy Resources and Education)

<https://care.ucsc.edu/>

CARE is a confidential space to discuss issues of dating violence, sexual assault, and stalking. CARE advocates provide support in a variety of ways depending on your needs, such as by supporting you in your decision-making; understanding the complexities that can arise from these issues; providing emotional support and free services; and providing resources and referrals.

Make an appointment: [here](#).

Give CARE a call:
(831) 502-2273

Visit CARE: Oakes
Administration Building,
Room 221 (as of Fall 2019)

[If using Google
navigation, search 223
Oakes Road]

Course Policies & Inclusion Continued...

Title IX Policy and CARE

Adapted from the UC Santa Cruz Title IX Office, CARE leadership, and CITL

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

For a comprehensive list of campus resources, please visit our Canvas course webpage. You will find links to resources under two locations. First location is a PDF file with links under “Files” > “UCSC Campus Resources.” Additionally, you will find resources under our “Modules” > “Week 0: Introduction & Course Information” > “How to find help (campus resources)”

WEEK 1: SOCIAL SCIENCE RESEARCH, RESEARCH DESIGN, AND ETHICS

Day	Class Meeting	Advanced Readings & Media	Assignments
Monday July 25, 2022	N/A	N/A	1-2 comments on syllabus. Submit via Canvas. Time Bank: Mon – Fri 11:59pm
Tuesday July 26, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie 2016. Chapter 1: <i>Human Inquiry and Science</i> , pp. 5-30 Babbie 2016. Chapter 2: <i>Paradigms, Theory and Social Research</i> , pp. 32-34, 44-59	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Wednesday July 27, 2022	Asynchronous Lecture: <i>Anti-Racist, Feminist, & Decolonial Methodologies</i>	Tuck, Eve. 2009. <i>Suspended Damages: A Letter to Communities</i>	N/A
Thursday July 28, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie, 2016. Chapter 3: <i>Ethics and Politics of Research</i> , pp. 60-85	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Friday July 29, 2022	Synchronous Section A: 10:00-11:05AM Synchronous Section B: 12:00-1:05PM	N/A	<u>Section Participation:</u> 1 peer group concept log entry Submit via Google Forms Due during section <u>Online Peer Discussion 1:</u> 1 individual post & 2 response posts Submit on Canvas Time Bank: Wed – Fri 11:59pm
Sunday July 31, 2022	N/A	N/A	<u>Short Writing Assignment 1</u> Submit on Canvas Time Bank: Sun – Mon 11:59pm

WEEK 2: MEASUREMENT, POPULATIONS, AND SAMPLING

Day	Class Meeting	Advanced Readings & Media	Assignments
Tuesday August 2, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie, 2016. Chapter 4: <i>Research Design</i> , pp. 88-122 Babbie, 2016. Chapter 5: <i>Conceptualization, Operationalization, and Measurement</i> , pp. 123-154	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Wednesday August 3, 2022	Asynchronous Lecture: <i>Anti-Racist, Feminist, & Decolonial Methodologies</i>	Tuck & Yang, 2014. “R-Word: Refusing Research”	N/A
Thursday August 4, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie 2016, Chapter 7: <i>The Logic of Sampling</i> , pp. 182-194, 201-211	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Friday August 5, 2022	Synchronous Section A: 10:00-11:05AM Synchronous Section B: 12:00-1:05PM	N/A	<u>Section Participation:</u> 1 peer group concept log entry Submit via Google Forms Due during section <u>Online Peer Discussion 2:</u> 1 individual post & 2 response posts Submit on Canvas Time Bank: Wed – Fri 11:59pm
Sunday August 7, 2022	N/A	N/A	<u>Short Writing Assignment 2</u> Submit on Canvas Time Bank: Sun – Mon 11:59pm

WEEK 3: QUANTITATIVE RESEARCH DATA AND ANALYSIS

Day	Class Meetings	Advanced Readings & Media	Assignments
Tuesday August 9, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie, 2016. Chapter 14: <i>Quantitative Analysis</i> , pp. <u>411-431</u> Babbie, 2016. Chapter 15: <i>The Logic of Multivariate Analysis</i> pp. <u>432-449</u>	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Wednesday August 10, 2022	Asynchronous Lecture: <i>Anti-Racist, Feminist, & Decolonial Methodologies</i>	Smith, 2012. Chapter 2: <i>Research Through Imperial Eyes</i>	N/A
Thursday August 11, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie 2016. Chapter 16: <i>Statistical Analyses</i> pp. <u>460-479</u> Babbie 2016. Chapter 9: <i>Survey Research</i> , pp. <u>246-286</u>	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Friday August 12, 2022	Synchronous Section A: 10:00-11:05AM Synchronous Section B: 12:00-1:05PM	N/A	<u>Section Participation:</u> 1 peer group concept log entry Submit via Google Forms Due during section <u>Online Peer Discussion 3:</u> 1 individual post & 2 response posts Submit on Canvas Time Bank: Wed – Fri 11:59pm
Sunday August 14, 2022	N/A	N/A	<u>Short Writing Assignment 3:</u> Submit on Canvas Time Bank: Sun – Mon 11:59pm

WEEK 4: QUALITATIVE RESEARCH DATA AND ANALYSIS

Day	Class Meetings	Advanced Readings & Media	Assignments
Tuesday August 16, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie, 2016. Chapter 10: <i>Qualitative Field Research</i> pp. 287-321 Babbie, 2016. Chapter 13: <i>Qualitative Data Analysis</i> , pp. 381-410	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Wednesday August 17, 2022	Asynchronous Lecture: <i>Anti-Racist, Feminist, & Decolonial Methodologies</i>	Collins, 2009. Chapter 4: <i>Mammies, Matriarchs, and Other Controlling Images</i>	N/A
Thursday August 18, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Ray, 2018. Chapter 1: <i>The Mobility Puzzle and Irreconcilable Choices</i>	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Friday August 19, 2022	Synchronous Section A: 10:00-11:05AM Synchronous Section B: 12:00-1:05PM	N/A	<u>Section Participation:</u> 1 peer group concept log entry Submit via Google Forms Due during section <u>Online Peer Discussion 4:</u> 1 individual post & 2 response posts Submit on Canvas Time Bank: Wed – Fri 11:59pm
Sunday August 21, 2022	N/A	N/A	<u>Short Writing Assignment 4:</u> Submit on Canvas Time Bank: Sun – Mon 11:59pm

WEEK 5: COMMUNITY-ENGAGED AND PARTICIPATORY ACTION RESEARCH

Day	Class Meetings	Advanced Readings & Media	Assignments
Tuesday August 23, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Babbie, <i>Participation Action Research</i> , pp. 305-307 Terriquez, V., Randy Villegas, and Roxanna Villalobos, 2020. "Youth-led Civic Engagement and the Growing Electorate: Findings from the Central Valley Freedom Summer Participatory Action Research Project."	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Wednesday August 24, 2022	Asynchronous Lecture: <i>Anti-Racist, Feminist, & Decolonial Methodologies</i>	Smith, 2012. Chapter 7: <i>Articulating an Indigenous Research Agenda</i>	N/A
Thursday August 25, 2022	Synchronous Lecture: 1:00-3:00pm 15 min break @ 1:45pm	Ray, 2018. Chapter 4: <i>Risky Love</i>	<u>Lecture Participation:</u> 1 entry/exit ticket Submit via Google Forms Due during lecture
Friday August 26, 2022	Synchronous Section A: 10:00-11:05AM Synchronous Section B: 12:00-1:05PM	N/A	<u>Section Participation:</u> 1 peer group concept log entry Submit via Google Forms Due during section <u>Online Peer Discussion 2:</u> 1 individual post & 2 response posts Submit on Canvas Time Bank: Wed – Fri 11:59pm
Sunday August 28, 2022	N/A	N/A	<u>Research Proposal & Survey</u> Submit on Canvas Due via Canvas at 11:59pm

Full Citations of Readings

Babbie, Earl R. 2015. *The Practice of Social Research*. Cengage Learning.

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Boston: Unwin Hyman.

Ray, Ranita. 2018. *The Making of a Teenage Service Class: Poverty and Mobility in an American City*. Oakland, California: University of California Press.

Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*. Second edition. London: Zed Books.

Terriquez, V., Randy Villegas, and Roxanna Villalobos. 2020. "Youth-led Civic Engagement and the Growing Electorate: Findings from the Central Valley Freedom Summer Participatory Action Research Project." UC Santa Cruz's Research Center for the Americas and the USC Program for Environmental and Regional Equity. Available at: https://rca.ucsc.edu/documents/cvfs_rca-report-by-terriquez-et-al-final-2.pdf

Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79(3):409–28. doi: [10.17763/haer.79.3.n0016675661t3n15](https://doi.org/10.17763/haer.79.3.n0016675661t3n15).

Tuck, Eve and K. Wayne Yang. 2014. "R-Words: Refusing Research." Pp. 223-48 in *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*, 55 City Road, London: SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781544329611>.