MOUNT
TAMALPAIS
COLLEGE

SSC 280
San Quentin Community-Based Research Clinic

FALL 2022

Instructor: Dr. Naomi Levy
TA & Designated Tutor: Emily Swide

Tuesdays & Fridays
3:00-5:00 PM

COURSE INTRODUCTION AND OVERVIEW

This course will serve as a research clinic for students interested in conducting an original research project on issues facing individuals currently incarcerated in San Quentin. At the beginning of the course, MTC students will define a class-wide research topic of interest, which will address a question or problem within the prison. The class will then get to work on this hands-on research project: students will outline a theory of change, research framework, research design, and data collection strategy. By the end of the semester, students will conduct interviews, analyze qualitative data, and prepare a final report and presentation to disseminate findings.

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of San Quentin Community-Based Research Clinic, students will be able to:

1. Understand the social science enterprise and formulate a viable research question.
2. Critically consume and engage with scholarly social science research.
3. Work collaboratively to collect and analyze original qualitative and quantitative empirical data.
4. Clearly communicate your research findings in both oral and written form.

CLASS TEXTS

All course readings are listed below, and are included in the course reader:

- Loseke, Donileen R. Methodological Thinking: Basic Principles of Social Research Design, 2nd Edition. Sage, 2017. Selections.

- Frederique Laubepin (2013). "How to Read (and Understand) a Social Science Journal Article."

- Rios, S. J., & Rocco, T. S. (2014). From foster care to college: Barriers and supports on the road to postsecondary education. *Emerging Adulthood*, 2 (3), 227–237.

- Behm-Morawitz, E., & Mastro, D. E. (2008). Mean girls? The influence of gender portrayals in teen movies on emerging adults' gender-based attitudes and beliefs. *Journalism & Mass Communication Quarterly*, 85(1), 131-146.

- Goode, J. (2010). The digital identity divide: how technology knowledge impacts college students. *New media & society*, *12*(3), 497-513.

- Jackson, B. A. (2012). Bonds of brotherhood: Emotional and social support among college Black men. *The ANNALS of the American Academy of Political and Social Science*, *642*(1), 61-71.

- Akkuş, Y., Karacan, Y., Güney, R., & Kurt, B. (2022). Experiences of nurses working with COVID-19 patients: A qualitative study. *Journal of clinical nursing*, *31*(9-10), 1243-1257.

- Posner, D. N. (2004). The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. *American Political Science Review*, *98*(4), 529-545

- How to Write Field Notes | Utah Division of State History. Accessed 11 Aug. 2022

- Kausar, R. (2018). Relationship between gratitude and happiness in college students. *Indian Journal of Positive Psychology*, *9*(1), 109-113.

- Song, M., & Parker, D. (1995). Commonality, difference and the dynamics of disclosure in in-depth interviewing. *Sociology*, *29*(2), 241-256.

- Richmond, R., Butler, T., Wilhelm, K., Wodak, A., Cunningham, M., & Anderson, I. (2009). Tobacco in prisons: a focus group study. *Tobacco control*, *18*(3), 176-182

- Fujii, L. A. (2012). Research ethics 101: Dilemmas and responsibilities. *PS: Political Science & Politics*, *45*(4), 717-723.

- Powner, Leanne. 2015. *Empirical Research and Writing: A Political Science Student's Practical Handbook*. Sage, pp. 21-44

METHODS OF INSTRUCTION

This is a hands-on course, where you will primarily learn by carrying out your research project. In addition, there will be lectures, discussions, group work, peer-editing, presentations, and some free-writing.

COURSE REQUIREMENTS

The assignments for this course all relate to the collaborative research project you will be carrying out this semester. Along the way, you will turn in stepping-stone assignments:

Assignment	Weight	Due
Research Question*	10%	Tuesday, Week 3
Theory & Hypothesis*	5%	Tuesday, Week 5
Draft Research Instrument	5%	Tuesday, Week 7
Finalized Research Instrument*	5%	Friday, Week 7
Data Collection Progress	5%	Tuesday, Week 8
Reflection on Data Collection	5%	Tuesday, Week 9
Methods Paragraph Draft	5%	Tuesday, Week 10
Field Notes	10%	Tuesday, Week 11
Oral Research Presentation	15%	Week 13
Final Report	25%	Friday, Week 13

* Marked assignments require sign-off by class tutor or instructor.

COURSEWORK GUIDELINES

Assignments that you turn in must include the following information and be formatted as such:

Your name
Page # of #
CDCR#
Housing
Date
Course #SSC 280 –Levy

Name of Assignment

If the assignment is typed, use a 12-pt font double-spaced. If handwritten, print on every other line. Please be sure to include your name and CDCR number on every page.

GRADING

All assignments will be graded based on the rubric provided with each assignment.

PLAGIARISM/ACADEMIC DISHONESTY POLICY

Any work that a student produces as part of progress toward a degree or certificate must be the student's own, unless the given instructor specifies otherwise. Such work includes examinations, whether oral or written; papers, oral presentations or reports; weekly homework assignments; research papers; and other written work. In all work other than examinations, students must clearly indicate the sources of information, ideas, opinions, and quotations that are not their own.

The most common forms of academic dishonesty are cheating and plagiarism. To cheat means to deliberately use or attempt to use deception or dishonesty in the completion of any type of academic endeavor or exercise, for example, homework, quizzes, examinations, or written assignments.

To plagiarize is to knowingly represent as one's own work another person's ideas, data, or language in any academic endeavor without specific and proper acknowledgment. Thus, in order to avoid plagiarism, one must always specifically acknowledge one's indebtedness to the words, ideas or data of another, whether these are quoted, paraphrased, summarized, or otherwise borrowed.

Students who submit plagiarized work are subject to receiving consequences at the instructors' discretion, including failing the course.

ATTENDANCE POLICY

Attendance at all class meetings is required. Attendance includes arriving on time and staying to the end of the class except when institutional barriers necessitate other accommodations. These expectations apply to all students including auditors. Students who miss more than 20% of classes (5 class sessions, for classes that meet twice a week), for any reason, may not be able to pass the class.

Students are responsible for catching up on material covered during classes they've missed and for completing all assignments.

In the event of a lockdown or a quarantine, students will not be penalized for missed assignments or work, but we will do our best to deliver assignments, so that students can continue to progress in the course. When students return to class, instructors will advise them about how the class will handle the disruption.

COURSE SCHEDULE

First Day of Instruction: Monday, August 29, 2022
Student Learning Center Drop-In Tutoring Starts: Tuesday, September 6, 2022
Add/drop deadline: September 21, 2022
Withdraw deadline: November 9. 2022
Days classes will not meet:
      Labor Day: Monday, September 5, 2022
      Veteran's Day: Friday, November 11, 2022
      Thanksgiving Break: Thursday, November 24, 2022
                   Friday, November 25, 2022
Last Possible day of instruction: Friday, December 16

Please note that this schedule is subject to change by the instructors with advance notice and will be extended should multiple classes be canceled. Further, please note that if a class is canceled (such as for an institutional lock-down), please plan to prepare the material for BOTH the canceled class and next scheduled class. For example, if a Friday morning class is canceled because of fog, students should come to Tuesday's class with both Friday and Tuesday's work.

WEEK 1: Intro to Course & Social Science

Class 1: Tuesday, August 30

Introduction of the Course & Ourselves (Learning Objective 1)	
Pre-class reading	None
Pre-class assignment	None
In-class	Introduce ourselves to each other, review syllabus, discuss our prior experiences with research, overview of social science.

Class 2: Friday, September 2

How to Read (LO 1 & 2)	
Pre-class reading	● Loseke Chapter 1: Exploring the World of Social Research Design ● Laubepin, "How to Read (and Understand) a Social Science Journal Article"
Pre-class assignment	None
In-class	In class reading exercises, class discussion

WEEK 2: Research Questions

Class 3: Tuesday, September 6

Guest Speaker (LO 1 & 2)	
Pre-class reading	● Akkuş et al. "Experience of nurses working with Covid-19 Patients: A Qualitative Study"
Pre-class assignment	None
In-class	Guest Speaker (TBD), More reading practice

Class 4: Friday, September 9

Research Question Development (LO 1)	
Pre-class reading	● Loseke Chapter 3: Research Questions
Pre-class assignment	None
In-class	Freewrite to identify research interests, class discussion, instruction on how to write up your research question

WEEK 3: What is Data

Class 5: Tuesday, September 13

Measurement, Theories & Hypotheses (LO 1)	
Pre-class reading	● Loseke Chapter 5: Measurement
Pre-class assignment	Research Question assignment due at start of class (Note: requires sign-off of tutor or instructor)
In-class	Lecture on measurement and how theory informs hypotheses, exercise to turn your research question into a hypothesis or identity sub-questions for your research

Class 6: Friday, September 2

Methods Overview (LO 3)	
Pre-class reading	● Loseke Chapter 7: Data Generation Techniques
Pre-class assignment	None
In-class	Overview of data collection methods, including interactive and non-interactive research, research question refinement.

WEEK 4: Data Collection Methods I

Class 7: Tuesday, September 20

Observation (LO 1, 2, 3)	
Pre-class reading	● How to Write Field Notes | Utah Division of State History
Pre-class assignment	None
In-class	Discuss observation as a method of data collection, discuss field notes best practices, in-class observation exercise.

Class 8: Friday, September 23

Surveys (LO 1, 2, 3)	
Pre-class reading	● Kausar, R. (2018). Relationship between gratitude and happiness in college students
Pre-class assignment	None
In-class	Discuss surveys as a method of data collection, discuss Kausar reading as an example of research that employs surveys, in-class exercise with survey data

WEEK 5: Data Collection Methods II

Class 9: Tuesday, September 17

Interviews (LO 1, 2, 3)	
Pre-class reading	● Song & Parker, "Commonality, Difference and the Dynamics of Disclosure in In-depth Interviewing"
Pre-class assignment	Theory & Hypothesis assignment due at start of class (Note: requires sign-off of tutor or instructor)
In-class	Discuss interviews as a method of data collection, discuss ways to capture interview data, in-class interview exercise.

Class 10: Friday, September 30

Focus Groups (LO 1, 2, 3)	
Pre-class reading	● Richmond et al. "Tobacco in Prisons: A Focus Group Study"
Pre-class assignment	None
In-class	Discuss focus groups as a method of data collection, in-class focus group exercise.

WEEK 6: Data Collection Considerations

Class 11: Tuesday, October 4

Everyday Indicators (LO 1, 2, 3)	
Pre-class reading	● Powner, "From Research Question to Theory to Hypothesis"
Pre-class assignment	None
In-class	Everyday Indicator in-class exercise

Class 12: Friday, October 7

Research Ethics (LO 1, 2, 3)	
Pre-class reading	● Fujii, "Research Ethics 101: Dilemmas and Responsibilities"
Pre-class assignment	None
In-class	In class reading exercises, class discussion

WEEK 7: Instrument Development

Class 13: Tuesday, October 11

Data Collection Instrument (LO 1 & 3)	
Pre-class reading	None
Pre-class assignment	Draft instrument due at start of class
In-class	Instrument testing and refinement

Class 14: Friday, October 14

How to Read (LO 1, 2, 3)	
Pre-class reading	None
Pre-class assignment	Final instrument due at end of class (Note: requires sign-off of tutor or instructor)
In-class	Guest Speaker (TBD), finalize instruments

WEEK 8: Data Collection I

Class 15: Tuesday, October 18

Data Collection Trouble-shooting (LO 3)	
Pre-class reading	None
Pre-class assignment	Begin collecting data
In-class	Discuss data collection progress, discuss what we're learning, collectively troubleshoot any issues

Class 16: Friday, October 21

Guest Speaker (LO 2 & 3)	
Pre-class reading	None
Pre-class assignment	Continue data collection
In-class	Guest speaker (TBD), continued data collection trouble-shooting

WEEK 9: Data Collection II

Class 17: Tuesday, October 25

Initial Data Report-out (LO 3 & 4)	

Pre-class reading	None
Pre-class assignment	Continued data collection, reflection on progress
In-class	Discuss initial impressions from data, begin planning analysis

Class 18: Friday, October 28

Explaining Your Methods (LO 3 & 4)	
Pre-class reading	None
Pre-class assignment	Continued data collection, Reflection assignment due at start of class
In-class	Discuss proper reporting of data collection methods

WEEK 10: Data Collection III

Class 19: Tuesday, November 11

Guest Speaker (LO 2 & 3)	
Pre-class reading	None
Pre-class assignment	Continue data collection, Methods paragraph due at start of class
In-class	Guest speaker (TBD)

Class 20: Friday, November 4

Field Notes Revisited (LO 3 & 4)	
Pre-class reading	None
Pre-class assignment	Finish data collection
In-class	Discuss how to use field notes to reduce data, in-class writing exercise

WEEK 11: Data Analysis

Class 21: Tuesday, November 8

Data Reduction (LO 3 & 4)	
Pre-class	None

reading	
Pre-class assignment	Field Notes assignment due at start of class
In-class	In-class data reduction workshop

NO CLASS: Friday, November 11

WEEK 12: Preparing Reports

Class 22: Tuesday, November 15

Data Analysis Workshop (LO 3 & 4)	
Pre-class reading	None
Pre-class assignment	Revise prior writing in preparation for report completion
In-class	In-class data analysis workshop

Class 23: Friday, November 18

Presenting Research (LO 1, 2, 3, 4)	
Pre-class reading	None
Pre-class assignment	Continue preparing report
In-class	Discuss components of an effective research presentation, research report workshop

WEEK 13: Preparing Presentations

Class 24: Tuesday, November 22

Research Presentation Workshop (LO 1, 2, 3, 4)	
Pre-class reading	None
Pre-class assignment	Begin preparing presentation
In-class	In-class presentation workshop

NO CLASS: Friday, November 25

WEEK 14: Final Presentations

Class 25: Tuesday, November 29

Final Presentations (LO 1, 2, 4)	
Pre-class reading	None

Pre-class assignment	Prepare for research presentation
In-class	Final presentations, part 1

Class 26: Friday, December 2

Final Presentations (LO 1, 2, 4)	
Pre-class reading	None
Pre-class assignment	Final Report due at start of class
In-class	Final presentations, part 2

Potential Make-up Class Dates:
>Tuesday, December 6
>Friday, December 9
>Tuesday, December 13
>Friday, December 16