

# Fall 2021: Social Science (SSC) 390 Project Planning

Professor Weatherford Darling, PhD

**Online in Real Time Tuesday 9 AM – 11:45 AM SSC 390-7000 (2047)**

**Web/ Online Only SSC 390-8888 (11731)**

**Online\* By instructor permission**

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**Office Hours: Tuesday and Thursday 1 PM – 4 PM via Zoom or Phone**

**[Professor Darling's Appointment Page](#)**

## Course Description

This course introduces the fundamentals of project planning in social science, including proposal writing and project management. The course prepares students for the completion of a social science capstone project and introduces core professional skills (e.g. research design, grant writing, project management, program planning and evaluation).

**Prerequisites:** Any 100-level Social Science Course or Permission by Instructor

3 Credits

## Learning Objectives

By the end of the course, students will be able:

- Identify a faculty advisor and complete a goals and objectives statement for their capstone project
- Write a capstone project plan, including at least one of the following:
  - an IRB application or a funding proposal, or
  - an evaluation plan or a communications strategy
- Apply theories of social change to civic action and/or policy change

- Use mapping strategies (e.g. situational mapping and community power mapping) to dissect social problems
- Identify the key phases of a project and write a timeline using a gantt chart
- Develop general skills for project management and work in teams
- Define and operationalize concepts
- Demonstrate an understanding of the components of a grant proposal and identify relevant grant funding mechanisms
- Demonstrate an understanding of the components of a communication strategy, including techniques for media advocacy
- Demonstrate an understanding of the basic principles of community engagement
- Demonstrate an understanding of the basic principles of program evaluation, including developing a logic model

## Course Structure and Teaching Approach

This distance education course is designed such that students may participate live online via Zoom on Tuesdays between 9 AM and 11:45 AM or participate asynchronously.

During Tuesday's Zoom sessions (online in real-time), I will prepare and record mini-lectures (~20-25 minutes) introducing the relevant skills and content for each module. In addition, I will record instructional videos for each scaffold assignment. These mini-lectures will be supplemented with existing videos and podcasts from outside sources. All lecture videos and course content posted on Brightspace in weekly modules.

My approach to teaching SSC 390 uses peer-learning and peer-support to help students learn from each other's development and stumbling blocks in planning their capstone projects. All students will be assigned a small group (3-4 students). Small groups will be responsible for providing feedback on intermediate/scaffolding assignments. Online/Real-time students will meet in break out rooms during the Tuesday Zoom. We won't record these sessions, but students will take notes to post on our shared google drive. Web-only students will provide feedback asynchronously, either asynchronously (via email or commenting on a shared google document in the course google drive, or synchronously (via Zoom/phone at time agreed upon independently).

Each week , all students will share mini-goals on a Brightspace forum and will provide one "reply" to another student's post about their weekly goals and current successes or challenges. As instructor/facilitator, I will identify themes across students' challenges, connections to course materials and assistance with refinement of students' work plan and mini-goals.

# Course Policies

## COVID-19 Public Health Emergency

We are teaching and learning in an ongoing public health emergency. The pandemic will inevitably impact us, and may shift our course materials, assignments and deadlines. Please do what you need to take care of yourself and take care of your fellow students. Your health and well-being is always more important than my course.

## Time Management and Workload Expectations

This is an advanced college-level course. UMA expects that each “credit hour” will encompass one hour of classroom time (or the direct faculty instructional equivalent) and two hours of out-of-class work. SSC 390 is a 3-credit course. This means that I expect students will spend approximately 9 hours per week working on readings and assignments or engaging in course forums.

## Flexibility on Deadlines

Many assignments depend on the completion of previous assignments and the incorporation of feedback from your peers and professors. Assignments will be accepted within three days of the due date without penalty. You should expect to return feedback to your peers within 3 days. Feedback on late assignments may be delayed.

## Academic Integrity

It is imperative that you do not claim credit for the work of others in this class. This includes collaborating effectively in the work we do in small groups or teams – please do not take credit for work that you have not contributed to. In addition, we all take plagiarism very seriously at UMA. Any plagiarized assignment will receive zero credit, and will result in consequences laid out by the university’s academic integrity policies. Before you turn in assignments for this class, carefully read and review The UMS Academic Integrity Policy:

<https://www.uma.edu/compliance/handbook/academic-integrity/>

Be sure to double check that your citations and sources are acceptable. Webpages like Wikipedia and Dictionary.com are not acceptable sources and automatic tools like “Cite it for me” do not generate correct citations. Students are strongly encouraged to use a citation manager software program like Zotero to keep track of citations and sources. Check out the Citation resources at UMA Library to learn more: <https://umalibguides.uma.edu/citationguide>

## Course Accessibility

I intend for this course to be accessible to all students. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some

accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. I am happy to meet with students to discuss ways of expanding access in the classroom beyond those mandated by law. Feel free to make an office hours appointment with me to discuss.

## UMA Accommodations Statement

If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Department of Learning Success on your campus, or the Coordinator of Student Services at your local UMA location to discuss possible assistance. Accommodations must be requested each semester, and are not provided retroactively. More information can be found at:

<https://www.uma.edu/academics/student-support/student-development/disability-services/>

## UMA Title IX Statement

The University of Maine at Augusta is committed to providing an environment free of violence and harassment based on sex and gender. Such civil rights offences are subject to the same accountability and support as offences based on race, national origin, etc. If you or someone else within the UMA community is struggling with sex discrimination, sexual harassment, sexual assault relationship violence, or stalking, you can find the appropriate resources at:

<http://www.uma.edu/compliance/equal-opportunity/title-ix/>

**\*\*Please note that I am an institutionally-mandated Title IX reporter, and may be required to report incidents of violence or harassment that you share with me. If I file a IX report, the compliance officer will follow-up with you. I will always talk to you first before I file a report.**

For *confidential resources off campus*: **Rape Response Services: 1-800-310-0000** or **Partners for Peace: 1-800-863-9909**.

## Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or resources sufficient to care for family members, and believes this may affect their performance in the course, is urged to contact UMA Learning Success Coach Colleen Coffey at 262-7825, or email at [colleen.coffey@maine.edu](mailto:colleen.coffey@maine.edu) for information on available resources. UMA's Student Care Team and Advising staff are available to support students in need. Students can also connect to resources at the Food for Thought Food Pantry & Resource Hub (First Floor Lewiston Hall) and [Counseling Services](#). If you need support, please reach out to me. This will enable me to share any available resources or supports and to make any necessary adjustments related to the course.

## Diversity, Equity & Inclusion

I intend for our course to be inclusive of students from all backgrounds. I will not tolerate harassment or personal attacks in my class. The diversity of experiences and perspectives that students bring to UMA is an incredible resource and benefit to our campus community. In SSC 390, students will learn from their peers' diverse experiences and perspectives. We will discuss uncomfortable issues and challenging social problems. We will not always agree. I expect all students to contribute to a respectful and inclusive learning environment. This means using respectful language, credible sources, thoughtful questions, and engaging your sociological imagination with your professor and fellow students.

## E-mail and Communication

My e-mail inbox is always open to students' questions, concerns and suggestions. I expect your e-mail communication to be clear and professional in nature. Please include "Soc 201" and your section number in the subject-line (e.g. Re: Soc 201 Section 7000), and use an appropriate salutation and signature. While I can often respond quickly, please allow 24-72 hours for a response and note that I often cannot respond to e-mails on weekends. E-mail is great for quick questions and points of information, if you have a complex challenge or want clarification on the course content, please set up an office hours appointment to discuss via Zoom, Phone, or Google Chat. I'm always happy to talk.

## UMA Social Science Program Incomplete Policy

What is an "incomplete" or "I grade"? An "incomplete" or I grade indicates that a student was unable to complete the course. Instructors enter "I" into Mainstreet along with an Incomplete Contract describing how a student plans to complete the remaining assignments and course materials. When the work is completed, the instructor updates the student's grade.

Awarding of an "Incomplete" grade will occur only at the discretion of the instructor. A student may initiate a request for an incomplete grade in the event that extenuating circumstances prevent completion of the course. Documentation may be required. The following criteria must be met before an incomplete grade will be assigned (exceptions and additional criteria may be added solely at the discretion of the instructor):

- The student has attended a majority of course meetings and completed a majority of the coursework requirements (at least 50%).
- The student has a passing grade in the course at the time of the incomplete request.
- The student may not re-register for the course while completing the remaining work.
- Any remaining work must be completed by a date mutually agreed upon by the student and the instructor (the due date may only be revised by explicit permission of the instructor).
- If the remaining work is not completed at the conclusion of the next term, the "I" automatically reverts to the grade of "F." In rare circumstances and only at the discretion of the instructor, a 'grade to date' may be awarded in lieu of an "F."

NOTE: So that we can make a plan for you to successfully complete the course, contact me at least two weeks before finals week to request an incomplete and set up an incomplete contract.

## Course Schedule

Week	Date	Module	Assignments
1	8/31/21	Re-Introduction to Social Science	Schedule meetings with faculty advisor and mentors
2	9/7/21	What is a Capstone Project, anyway? *student speakers	SSC Learning Outcomes Map due
3	9/14/21	Project Management 101: Writing Goals & Objectives	Start Project Zotero Library Academic Journey Reflection & Resume due
4	9/21/21	Project Mapping Strategies	Project Map due Meet with Capstone Advisor(s)
5	9/28/21	Grappling with Literature	Meet/Chat with Librarian
6	10/5/21	Data/Methods Review I	Annotated Bibliography due
7	10/12/21	Data/Methods Review II	
8	10/19/21	Ethics in Research & Practice	Draft 1 Background / Literature Review due
9	10/26/21	Engaging Community / Making Change	Draft 1 Learning Contract due Meet with Capstone Advisor(s)
10	11/2/21	Program Evaluation 101: Creating a Logic Model	Draft 1 Methods / Data Sources / Evaluation Plan due *Election Day
11	11/9/21	Grant Writing 101	
12	11/16/21	Project Management 101A: Creating a Gantt Chart	Draft 1 Project Plan due Draft 2 Capstone Contract Meet with Capstone Advisor(s)
13	11/23/21	Strategic Communication/Media Advocacy 101	Peer Review due Gantt Chart due
14	11/30/21	Workshopping Projects	
15	12/7/21	Workshopping Projects	
Finals Week Final Draft Project Plan due Final Draft Capstone Learning Contract Due IRB narrative / funding application submitted			

## Major Assignments

**Weekly Goals and Mini-Challenges:** Each week, you'll set weekly goals and complete a "mini-challenge", encapsulate the readings' main points, develop connections between the readings and your own project / topic, and ask questions of your professor and peers. We'll use our Tuesday Zooms and/or the Brightspace forum to share goals and work through challenges.

**Map your SSC Learning :** In this assignment, you'll reflect on your previous courses and learning experiences and map your progress toward the SSC program learning outcomes. You'll use this map of your learning to chart your path toward your capstone learning objectives.

**Resume & Academic and Personal Journey Reflection:** Write a 3-page reflective narrative that describes academic and personal journey retrospectively, including two or three possible capstone project ideas or topics. Include your updated resume for peer feedback.

**Map your topic, problem or arena:** Use one of the mapping strategies we learned about to map out your topic, then write a two-page narrative describing the map and discussing the focus and scope of your project.

**Annotated Bibliography:** An annotated bibliography is a collection of research literature that includes your commentary, synthesis and analysis. Your annotated bibliography will critically review 15-20 peer-reviewed or scholarly sources relevant to your topic.

**Background and Literature Review Draft:** You will write a first draft of your background and literature review that synthesizes what is known about your topic/area and provides a clear justification for your project (e.g. why is it needed, what new knowledge will be contributed?)

**Project Plan Gantt Chart:** Use the project management strategies we learned about to make a plan and weekly timeline for developing your project plan, including major deadlines for Spring 2022.

**Research / Project Description Draft:** You will write a first draft of your research methods and data analysis plans OR your project objectives and evaluation plan.

**Capstone Learning Objectives Contract 2 Drafts):** With your faculty advisor, and/or community organization and research collaborators, you will draft a goals and objective statement for your capstone project to establish shared expectations and responsibilities.

**Project Plan (2 Drafts):** The cumulative assignment for this class is to write your capstone project plan, including at least one of the following:

- an IRB application or a funding proposal, or
- an evaluation plan or a communications strategy

The project plan will include:

- Background, Significance and Justification for the project
- Research questions and/or Expected outcomes



- Methodologies, Data Sources and Analysis Strategy or Evaluation Plan or Communication Strategy
- Concluding Reflections and Anticipated Challenges, including a discussion of the risks, power dynamics and ethics involved in the project
- A timeline with project activities, benchmarks and milestones
- A Budget

## Assignment Due Dates

Assignment	Due Date	Points
Class Forums & Challenges	Ongoing	10
Map your SSC Learning Assignment	Week 2	2.5
Resume and Academic Journey Reflection Essay	Week 3	2.5
Project Map	Week 5	5
Annotated Bibliography	Week 6	5
Background, Significance and Literature Review	Week 8	10
Research / Practice Methods Description	Week 10	10
Project Gantt Chart Draft	Week 11	5
Draft 1 Full Project Plan	Week 12	10
Peer Review Report	Week 13	5
Draft 2 Full Project Plan	Finals Week	30
Capstone Contract	Finals Week	5
Total		100

## Course Content Week by Week

### Week 1: Re-Introduction to Social Science Research & Practice

[Principles of Sociological Inquiry – Qualitative and Quantitative Methods - Open Textbook Library](#) Chapter 1, Chapter 2 and Chapter 4

[Sociologists on Sociology on Vimeo](#)

[What is Applied Sociology?](#)

Collins, Patricia Hill 2015. Intersectionality's Definitional Dilemmas. *Annual Review of Sociology*, 41(1), 1–20.

[Moradi, B., & Grzanka, P. R. \(2017\)](#). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology*, 64(5), 500–513. <https://doi.org/10.1037/cou0000203>

\*[Grzanka, P. R., Flores, M. J., VanDaalen, R. A., & Velez, G. \(2020\)](#). Intersectionality in psychology: Translational science for social justice [Editorial]. *Translational Issues in Psychological Science*, 6(4), 304–313. <https://doi.org/10.1037/tps0000276>

\*\*supplementary

### Week 2: What is a Capstone Project?

Byrne, D. (2017). Developing a researchable question. *Project Planner*. Sage Methods

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). [The Craft of Research](#). Chicago: University of Chicago Press. Section 2 Asking Questions, Finding Answers

\*Guest Lectures from past and current SSC 420 Faculty Drs. Valerie Rubinsky and James Cook

\*Interview with SCC Alum Patty Catierre

### Week 3: Project Management 101: Writing Goals & Objectives

[Introduction](#) to Project Management Module from BU Public Health

[Project Management – The Open Textbook Project](#) Chapter 4, Chapter 8 & Chapter 10

[SMART Goals: A How to Guide](#)

[Learn how to use Zotero in 30 minutes](#)

Richard Hoefler. (2019). *Advocacy Practice for Social Justice: Vol. Fourth edition*. Oxford University Press. Chapter 5 Planning in Advocacy Practice

### Week 4: Grappling with the Literature Review

Galvan, J. L., & Galvan, M. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Chapter 5, Chapter 8 and Chapter 9

Byrne, D. (2017). Reviewing the literature. *Project Planner*. Sage Methods 10.4135/9781526408518.

[Research Guides: Organizing Your Social Sciences Research Paper: Annotated Bibliography](#)

Becker, Howard. *Writing for Social Scientists* Chapter 8 Terrorized by the Literature, University of Chicago Press Chicago, Illinois

## Week 5: Project Mapping Strategies

McKnight, John. Kretzmann, John. 2012 Chapter 10 Mapping Community Capacity pp. 171 in *Community Organizing and Community Building for Health and Welfare*, edited by Meredith Minkler, Rutgers University Press, 2012.

Clarke, A. E. (2005). Doing situational maps and analysis. In Clarke, A. E. *Situational analysis* (pp. 83-144). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412985833

Community Power Mapping Example: [Power Mapping and Analysis - The Commons](#)

## Week 6: Social Science Methods Review I

[Principles of Sociological Inquiry – Qualitative and Quantitative Methods - Open Textbook Library](#) Chapter 6 Chapter 7, Chapter 9 Chapter 10

[Home - Give Methods A Chance](#) - Select one of the innovations / mixed methods

## Week 7: Social Science Methods Review II

Maxwell, J. A. (2009). Designing a qualitative study. In Bickman, L., & Rog, D. J. *The SAGE Handbook of Applied Social Research Methods* (pp. 214-253). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483348858

Schutt, R.K. (2012). Quantitative Methods. In *The Wiley-Blackwell Companion to Sociology*, G. Ritzer (Ed.). doi:[10.1002/9781444347388.ch3](https://doi.org/10.1002/9781444347388.ch3)

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Chapters 1-3

## Week 8: Ethics in Social Science Research & Practice

[Principles of Sociological Inquiry – Qualitative and Quantitative Methods - Open Textbook Library](#) Chapter 3 - Research Ethics

Read the [UMA Institutional Review Board](#) web page, and the [UMA Institutional Review Board Procedure](#) web page

Austin, W. (2015). Addressing ethical issues in Participatory Research: the primacy of relationship. In Higginbottom, G., & Liamputtong, P. *Participatory Qualitative Research Methodologies in Health* (pp. 22-39). 55 City Road, London: SAGE Publications Ltd doi: 10.4135/9781473919945

## Week 9: Engaging Community and Making Change

Review KU Community Toolbox: <https://ctb.ku.edu/en>

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3):409-427.

Lipsky L van D, Burk C. *Trauma Stewardship : An Everyday Guide to Caring for Self While Caring for Others*. San Francisco, CA: Berrett-Koehler Publishers; 2009. Part 1 Understanding Trauma Stewardship <http://ursus.maine.edu/record=b7498279~S1>

Schutz, A., & Sandy, M. (2011). *Collective action for social change: An introduction to community organizing* (1st ed.). New York: Palgrave Macmillan US. Part IV Key Concepts <https://library.umaine.edu/auth/EZProxy/test/auth.ej.asp?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=365775&site=ehost-live>

## Week 10: Program Evaluation 101

Coley, S. and Scheinberg, C. (2016). *Proposal Writing: Effective Grantsmanship for Funding, Fifth Edition*. Thousand Oaks, CA: Sage. Chapter 7 Program Objectives and Evaluation

[Logic Model Development Guide - WK Kellogg Foundation](#)

[What is Public Health?](#) Program Evaluation Module

[Program Evaluation Guide - Introduction](#) from CDC

## Week 11: Grant Writing 101

Coley, S. and Scheinberg, C. (2016). *Proposal Writing: Effective Grantsmanship for Funding, Fifth Edition*. Thousand Oaks, CA: Sage. Chapter 1 Chapter 4 Chapter 5 Chapter 8

Marwell, Nicole P. (2004). "Privatizing the Welfare State: Nonprofit Community-Based Organizations as Political Actors." *American Sociological Review*, 69(2): 265-91.

INCITE. (2007). *The Revolution will not be Funded: Beyond the Non-profit Industrial Complex*. Cambridge, Mass: South End Press. Introduction and Epilogue

## Week 12: Project Management 101A: Creating a Timeline & Gantt Chart

Ashar, Kalpesh. 2017 *Project Management: Essentials You Always Wanted to Know* Vibrant Publishers

## Week 13: Communication Strategies and Media Advocacy for Social Change

Johnson, Amber 2019. "NCA Concepts in Communication Video Series - Digital Activism" <https://www.youtube.com/watch?v=RYLJAo2WBaE&feature=youtu.be>

Berkeley Media Studies Group Guide to Media Advocacy <http://www.bmsg.org/about-us/our-services/media-advocacy-training/getting-started-with-media-advocacy/>

Schradie, Jen. "The Digital Activism Gap: How Class and Costs Shape Online Collective Action." *Social Problems* 65.1 (2018): 51–74. Web.

### Week 14: Workshopping Project Plans

- First Draft project Plans due

### Week 15: Workshopping Project Plans

- Peer Review
- Revising and trouble-shooting project plans