Course-based Action Research in the Social Sciences:
A Guide for Teaching Community-based Research to Undergraduates

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COURSE-BASED ACTION RESEARCH IN THE SOCIAL SCIENCES

A Guide for Teaching Community-based Research to Undergraduates

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Course-based Action Research in the Social Sciences

It is absolutely essential that the oppressed participate in the revolutionary process with an increasingly critical awareness of their role as subjects of the transformation. Paulo Freire

Community-based research (CbR) has been given different labels, depending on the area, institution, and community where it's practiced. These labels include action research, participatory action research, praxis research, participatory inquiry, collaborative inquiry, action inquiry, cooperative inquiry, community action research, and organic research. CbR is grounded in the assumption that research focused on community development will be most successful for all parties when it occurs in collaboration with those who will be directly affected by the development. It operates from the standpoint that persons and communities being researched should participate in all steps of the research and dissemination process from the decision of the population to be studied, to the design of the research questions to be answered, to the methods used to obtain this data, to the organization and interpretation of the findings and finally to dissemination of findings and instigation of social change for those being investigated. It seeks to empower community residents or groups of individuals by encouraging and facilitating community involvement in all steps of the research process.

Defining Community-based Research for Undergraduate

A CbR project generally:

- Seeks to build upon community strengths, to identify community assets and to empower community members as a byproduct of the research process.
- Focuses, generally, on meeting information and analytical needs of society's most economically, politically, and socially marginalized groups and communities.
- Pursues research on issues determined by the leaders of these groups.
- Actively involves local residents as co-investigators on an equal basis with university-trained scholars (and students) in each step of the research.
- Often follows a non-traditional or innovative approach in research procedures in order to meet the community's research agenda.
- Promotes social learning processes.
- Disseminates results and findings in multiple ways, for example, through academic journals, popular press, community meetings, foundation reports and publications, university and community forums.
- Utilizes both qualitative and quantitative methods in the research process.
The purpose of “action research” is both to learn from events as they occur and to promote positive social change. This workbook seeks to guide faculty in the development of courses that integrate community-based and action research into the classroom environment. We refer to this as Course-based Action Research (CBAR).

We use CBAR as an umbrella term that encompasses a variety community-focused research, including: community-based research (CBR); community-focused experiential learning (EL); and participatory action research (PAR). What brings each of these research models within the scope of CBAR is an underlying commitment to engaging undergraduates, faculty and local community partners in building inter-community ties through the shared goal of improving the lives of members of marginalized communities.

**Benefits of CBAR**

- Provides opportunities for students to correct misperceptions and stereotypes about groups.
- Encourages critical thinking skills: why people are mistreated, underserved, and oppressed.
- Provides a service to community organizations who have limited capacity to conduct research.
- Teaches students research skills such as interviewing, how to conduct focus groups and hold community meetings.

provided opportunities for faculty skilled in its methods to conduct research relevant to community residents' needs while providing service-learning opportunities for their students

In general, CBAR benefits the community and its residents who are assisted by the students who are engaged in solving social problems and learning research skills, and university faculty and staff who wish to utilize their expertise in order to benefit communities who wish to strengthen and develop themselves.

**Challenges of CBAR:**

- balancing the proper number of organizations with student projects
- planning quality verses quantity of data collection
- using an assets-based approach to community engagement
- unpredictable circumstances (participants, weather, etc.)
- potential for reinforcing negative stereotypes of community
- planning and preparation very time consuming for instructor
• lack of faculty support and funding
• limitations of undergraduate research skills and field work experience
• time constraints in term-long projects
• keeping in sustainable contact with CBO’s

Forms of Community Participation in CBAR

Developing Relationships with Community Members

Unlike most traditional teaching, CBAR implies the development of strong ties with those who may benefit directly from research outcomes well in advance of the term you are planning to teach a course. Such relationships usually develop over time and usually consist of numerous conversations with community members about their needs and assets. This dialogue is essential in order for the instructor to develop rapport with community members and to ensure that their concerns, and the intentions of the course project, are clearly understood by all parties.

Given the often exploitative nature of community research in the past, it is often the case that residents of a neighborhood or employees of an organization have varying degrees of skepticism about such courses. This is especially the case in neighborhoods or organizations that are historically underserved. Moreover, one cannot assume "community support" of a project as a result of collaboration between university-based researchers, students, and community leaders. Internal politics within neighborhoods and organizations very often contradict the goals of research developed under the auspices of those with greater access to decision-making. Lack of attention to contesting visions of research goals within a community can and often does lead to problems (or even course project failure) when collecting, analyzing and disseminating data.

Thus, power relations within communities must be understood well before moving directly into establishing a research agenda for a course and/or developing funding proposals. Regular discussions with community members at neighborhood or organization meetings are one method of addressing concerns by those in the community who may not share a common vision with their leadership. Other methods include informal conversations with concerned residents and focus groups.

The ideal CBAR project should involve an instructor who is part of, or already has close ties to, the community in question. The instructor should be personally invested in ensuring that community members share a common understanding of the research problem and the need for data collection. Since CBAR implies that action or actions will likely be taken during and/or as a result of data collection and analysis from the course, an instructor who is closely linked to the possible consequences (intended/unintended) of such actions will likely share a degree of sensitivity towards the how, where, when, and why research is necessary and potentially beneficial.
Approaching a community "cold" without any previous contact or even a reference source is perhaps the most difficult approach of developing relationships for CBAR. Such an approach usually requires a considerable amount of time in order to gain enough rapport with community members so that research can be conducted in a collaborative manner. In these cases, discussion of a research project may be best left until after the instructor has become actively involved in community issues and problem-solving efforts. This allows for development of trust and decreases the likelihood that the instructor and students impose their research agenda on the community. Since CBAR often inherently involves some degree of activism, it is of utmost importance that community members understand why the instructor and students are concerned about the community’s challenges. CBAR projects can actively invoke questions about the instructor’s, students’ and even the institution’s own identity(ies) as well as their motive(s) for seeking to engage with the community. When doing CBAR, all efforts should be made to have the purpose for research defined by community members themselves.

In most cases, instructors involved in CBAR projects have at least some relationship or connection to those in the community under question. This may be as a result of a shared identity, a common concern for a particular social, environmental, or economic issue, or as a result of a community's previous involvement with the instructor's institution. Ideally, colleges and universities host centers or departments that have worked with "grassroots" or community-based organizations and that have developed long-term agendas to actively engage with critical issues that impact life in the region. A CBAR project, however, may involve a different kind of relationship from those developed in the past between the university and the community. Even when a history has been established between the university and community, attention must always be paid to the question of "who" is setting the research goal(s) and agenda.

Community Participation in Defining the Research Goal(s) and Agenda

Prior to developing a syllabus or seeking funding or other forms of support for CBAR, the instructor should actively engage with community members to define what they understand as the goal(s) and agenda of the project. This should be a process which seeks to incorporate as much voice from community members as possible. The process does not imply that the instructor has no voice, for example, in the types of methods undertaken and the goals of the course in general. Rather as a precept, the project goal(s) and agenda should be clearly defined in conjunction with community concerns. This can be a "give and take" process that starts with a goal and agenda and ends with something significantly altered from the original vision of the project.

Once a working set of goals and agenda has been developed by both the instructor and community members, ideally information on the project should be distributed amongst the wider community in order for members' feedback to be considered in preparing a final goal or set of goals and an agenda. The language or "jargon" of an academic discipline often must be translated into an understandable format in order for the project to be widely comprehended by community members. As a result of such community involvement, one can encounter alternative views of the "why" and
"how" of the research project and the course. All efforts should be made to develop research goals and an agenda that emerges from a consensus amongst community members. At this stage, letters of support from community organizations or individual members may be useful in preparing a strong course-based research proposal for submission to the institution’s Internal Review Board and, if necessary, to funding institutions.

**Community Support in Proposal Writing**

Indicators of community support and participation as represented within the text of proposals can vary widely depending upon the type of CBAR project undertaken and the discipline of the instructor. Projects in the social sciences often lend themselves closely to active community support and involvement in the collection, analysis and dissemination of data. In contrast, those that cross over into the natural sciences often require a degree of involvement in lab-based work that may or may not lend itself to widespread community involvement in all stages of research. In all cases, however, CBAR proposals should document how the goals and agenda were prepared in collaboration with community members. This should be written into the section of proposals that addresses how a research problem or hypothesis was defined. Depending on the format of the proposal, one can use quotes from community members or organization representatives or, as noted above, attach letters of support as a means to clarify the community-based nature of the project.

CBAR project proposals should also incorporate some mention of how data and/or the data collection process will be used by community residents to take some form of action to address a critical issue. It is this latter component that often highlights the politically sensitive nature of many CBAR projects. In this regard, some concern must be taken in the wording of proposals in order to maintain the integrity of the project without undermining student learning and/or project funding opportunities. The final project proposal should be a document distributed to students at the beginning of the course so they are aware of how the project was constructed. This is the first tool for teaching/learning about community-based research as a methodological approach.

**Community Involvement in Data Collection and Analysis**

As noted above, community involvement in data collection and analysis varies widely depending upon the type of CBAR project and the discipline of the researcher. In all cases, efforts to involve community members in every aspects of the research process offer the increased opportunity to ensure that research maintains its community focus (i.e., that the data can be utilized by community members to address problems) and that students are able to learn about the similarities and differences between community-based and more traditional research agendas.

Some CBAR projects involve students working with community members (or vice versa) to provide training on research methods. The goal is to develop new or improvised research methods alongside community members who then put them into action to solve a particular problem. Such an approach teaches students about
decreasing the paternalistic nature of the researcher-participant relationship. Other CBAR projects provide a lesser degree of participation where community member involvement is integrated at various stages as a means to ensure or check the relevance of the data to community concerns.

At minimum, CBAR projects generally involve a different kind of ownership of data than more traditional student research projects. Instructors conducting CBAR projects often give full data ownership rights to community members. This can take place during the data collection stage or after data are analyzed and/or interpreted. In all cases, data ownership by community residents can offer members the ability to interpret data based on their own needs as well. As a caution, instructors should consider carefully the potential that CBAR data may be utilized for purposes not considered ethical by the community. This calls for the importance of the instructor maintaining active involvement with the community during and beyond dissemination of project results. Data ownership provides an excellent topic of discussion among students who often presume that research findings are owned by the researcher. Such discussions can be integrated with readings that critically address the colonial origins of disciplines such as anthropology and geography.

**Collaborating with Community Members to Disseminate Research Results**

As with data collection and analysis, methods of disseminating CBAR project data can vary widely. Some CBAR projects have involved instructors, students and/or community members actively using data to engage political figures in order to change what is viewed as unfair public policy or to resist institutionalized forms of oppression by exposing inequalities through media. Others have used data to support legislation to protect the natural environment and/or populations from environmental hazards. Still others have disseminated data through grant-writing efforts to develop social services, education program, low-income housing initiatives, and microenterprise and small business development. Moreover, depending on one's discipline, instructors have published works in a variety of peer-reviewed journals (see below) and sometimes as co-authors with students and/or community members. In all cases, decisions about the *how, when, and where* and format to disseminate research results should be brought back to the community to decide on how to proceed. As with the relationship-building stage, such interactions concerning CBAR data should involve a substantial dialogue with community members. This teaches students about the importance of the community being heard and ethical concerns of disseminating data to the wider public.

**Fostering and Sustaining Projects**

Ideally CBAR is directed by students and community participants and shaped to respond to their respective needs, concerns, and resources. As a university instructor, there should be some harmony between student learning goals and objectives, research questions, and research needs of a community. Many instructors and student in CBAR projects encounter challenges in sustaining community involvement and direction of the project. Community participants may work full-time in other jobs. If they work for community-based non-profits or local social service agencies, participants are certain to be working very long hours for low pay. Students often don’t realize these challenges,
especially those who do not work full-time themselves. As an instructor with many other commitments yourself, you may be tempted to save time by simply making a decision or doing something yourself without community consultation. In an ideal world, all CBAR projects would happen in communities with all the necessary resources, ideas, initiative, and skills to see them through. You may need to exert some leadership in creating project practices that will foster strong and sustained community control and involvement in the project. As a result, project goals may not always be met within the projected term. This is a learning experience for students, not a failure.

In order to insure that projects maintain a proposed schedule:

1) **Form a core working group of student leaders in the course and community representatives.** Students and community participants both need to have a sense of the key people who have committed to the project in a significant way and will be devoting a great deal of time and energy to seeing it through. This core group is not being granted some higher 'in charge' status on the project, so much as accepting responsibility for sustaining the project. After the term, student leaders can often continue on with the project/working group in independent study projects.

2) **Have regular meetings.** Meeting regularly with the working group is important to sustaining community involvement and awareness of progress. It is important to evaluating and revising your practices along the way. If possible, have these meetings at least half the time in the community where the project is situated - all the time if you can. This is a useful step in ensuring the everyone remembers the project belongs to the community, in addition to being a practical solution to community members' transportation problems. Be open to evening meetings if you have community residents involved.

3) **Listen to community ideas.** The two practices above set the stage for strong communication throughout the project. But, keep in mind that it is critical to guide students toward listening carefully to community participants' ideas, comments, and criticisms throughout the process. They should begin to understand that community participants are the ones best positioned to evaluate whether the project is headed in a direction likely to meet the goals and community needs.

**Overlapping Timelines and Multiple Deadlines**

Faculty engaged in CBAR projects typically find themselves negotiating a very complex set of overlapping deadlines and different timelines. Your own timeline for completion of a project, often structured by promotion and tenure review processes, may be quite different from the community's timeline. Or, a course approval or funding agency's deadline may come before you and the community participants have come to confirmed agreements.

The timeline and rhythm of a university do not typically match those of community participants. You may have a great deal of time in the summer, but find that the community group shuts down during that season. They may need to finish all project work in time for the end of the fiscal year, right when you are trying to wrap up the
Your collaborators may want to wait a year to write up the results with you, but you need to do it now because the tenure clock is ticking and/or the department wants to see the results of student work. Of course, neither community nor academic timeline can be changed, but there are a few ways to manage.

1) **Communicate!** Make sure that everyone involved is aware of everyone else's particular timeline needs and pressures. If the project is having regular meetings anyway, this information will probably be on the table. Most important - be clear about timing limitations. Many communities that have worked with university researchers in the past have devoted a great deal of time and seen few results, or have been let down in serious ways. So, if you think that time constraints are going to prevent you from doing something that community participants have asked you to do, say so up front.

   Communication extends to your students, chair and department - make sure they are aware of the sort of project you are involved in, and the potential timing difficulties of the work. Create a paper trail by writing about your CBAR involvement online (e.g., Blackboard). Include a few reasoned statements about timing issues that have come up (or might), how they have or will affect your progress, and how you have or will be integrating this demand.

2) **Allow extra time.** At very least, this is important because of project complexity - multiple people, university and community sites, and participants who may have other full-time jobs, plus all sorts of other complexities that can not be predetermined. End result - probably double or triple your estimate of how long you think any given task or the whole project is going to take. Be patient - this is time well spent to ensure that the project will go smoothly, yield results that are useful for everyone, and preserve a positive working relationship for future projects.

**Integrating CBAR with "Traditional" Scholarly Agenda**

Instructors engaged in CBAR may encounter two challenges in trying to integrate projects as accepted and recognized scholarship: 1) the scholarly value of your efforts recognized by your colleagues, in the form of annual merit reviews and the promotion and tenure process, and 2) the scholarly merit recognized in the form of peer-reviewed publications. You may be involved in creating written reports or other publications from the project that are not peer-reviewed, nor directed at a scholarly audience - these forms of dissemination are often essential aspects of realizing the community benefit of the project. This does not mean that CBAR cannot or does not generate knowledge that can be disseminated to a scholarly audience, nor recognized by this audience as important.

1) **Think strategically.** If you are an untenured faculty member in a department that sees research in very traditional terms, CBAR might be best put on hold until you have greater institutional security. Or, if your situation isn't so traditionally confined but you have concerns, launch the project collaboratively with a more senior colleague in your department, or a senior colleague who may be outside your department, but is known by people in your department.
2) Think ahead to scholarly contributions. From the inception of the project, be thinking about its relationship to key questions or sub-areas of research in your discipline. The research questions you might formulate in a funding proposal are of course much different from project goals you are writing with the community participants. But, this parallel set of academic research questions might be a useful strategy to think toward the possible future scholarly significance of the project and its results. As you’re doing this - be up front with your community collaborators. If you're planning to write something or give conference presentations - make sure everyone in the project is aware you will be doing this. Include them as participants when you can, and as they are interested.

3) Think creatively and in an inter-disciplinary sense about possible publication venues. Consider both teaching and applied research journals in your discipline. If your project involved teaching or service learning, consider your discipline’s pedagogical journal, or the Michigan Journal of Community Service Learning. Consider making conference presentations in organized sessions at your association’s annual meeting - these can lead to special journal issues in publications that might otherwise be lukewarm about your topic all by itself. At very least, with a special issue, you know the journal editor is already warm to the idea, since s/he agreed to let the issue happen in the first place.

**Institutional Review Boards**

Typically, Institutional Review Board approval must be received for all CBAR projects. A challenge for social science researchers engaged in CBAR, and research in general, is that IRB procedures tend to be oriented toward a psychological or medical model for human subjects involvement in research. Further the process is set up for a traditional research approach - assuming that there will be a lead researcher in charge of all data, that you will use a fixed procedure for involving additional participants in the research, and that there can be a standard explanation to be used on the phone if you call someone to ask them if they will participate in the project. Thus, obtaining IRB approval for a CBAR project can sometimes be a bit more involved than it is for more traditional research paradigms. There are some things you can do to prepare, so that process will go as smoothly as possible.

1) If your project involves any group of people who might be considered 'vulnerable,' plan for extra time in the review process. To IRBs, 'vulnerable' can be defined very broadly. It certainly includes anyone under 18 or over 65, people who are very low income, anyone who may have immigration status issues or other legal concerns, anyone with learning problems or mental disorders. In any case, think about this issue broadly for your project and be prepared to justify why their involvement is necessary for CBAR. Since there is to be a tangible benefit for the participants, this justification should be a fairly obvious one to make. It is likely that the readers of your proposal have never done CBAR.

2) Start early. Ideally, begin several months before work is to commence on the project. Yes, this is a challenge when you’re trying to coordinate with a community that is anxious to start. But, explain that this is something you are legally and ethically responsible to do - that unethical researchers have caused a
lot of harm in the past, and you want to be a part of making sure that this sort of thing doesn't continue.

3) Make sure you integrate the IRB process into the learning objectives of the course. Review someone else's template and other materials. Find someone in your department, or someone who has done a project with a similar kind of human involvement (i.e. If you're involving children, find someone who did a proposal involving children. If you're doing interviews, find somebody who did interviews). Ask this person about his/her experience in the IRB process for CBAR. What questions were they asked that they didn't expect? What revisions or changes did the IRB request in the protocol? Did the researcher discover later any pitfalls that s/he didn't expect, and IRB didn't catch?

4) Expect revisions. The IRB process is an iterative one that usually involves an exchange of questions and revisions between the board and the researchers.

Dissemination of Research Findings

The goal of CBAR is to teach students about producing data, for and with the "actors," information that can be used to inform planning, organizing and other problems solving processes in the community. Therefore, the data, data analysis and supporting information should be presented in clear, concise language and through media that allow for the widest and most immediate dissemination of this research to constituencies who represent the spectrum of prospective users. Some of these media are informal and are geared toward stimulating exchanges among researchers and those most affected by the issues being researched. Other media may be more formal in the tradition of the academy. One of the challenges with students is to train them to analyze data and then translate it for the wider public.

Below is a beginning list of media for disseminating CBAR findings.

Reports:

Since one major characteristic of action research is that it produces results that should be immediately usable, reports that are frequent and offer incremental commentary on the emerging findings are often more useful than a comprehensive presentation of outcomes provided at the end of a project. While summative reports must be produced, bi-weekly, monthly, and/or quarterly reports provide constant updates on the data that is being gathered and the preliminary implications that this data may have for policies, program and practices in the field of inquiry. These reports may be brief documents presented as memoranda or multi-media presentations using computerized illustrations.

Presentations at Meetings:

Local community planning meetings and strategy sessions are key points of dissemination. Organizations and institutions use these occasions to inform their staffs, their members and other constituents about the data that has been gathered and the implications that this data may have for planned interventions around critical issues. Oral presentations supported by written material may be the most common form of dissemination for these types of meetings.
Forums:
Community-level and citywide forums are held to share information among community activists, policy-makers, researchers and practitioners. Applied research findings can add value to these forums sponsored by change-oriented voluntary and professional organizations and consortia of organizations whose overall objectives are to both inform and mobilize people for action. Information is frequently disseminated through individual and panel presentations at these events.

Workshops:
Hands-on workshops provide opportunities for university-based faculty and professionals to share their research with community-based professionals and activists who bring their own experiences and seek innovative approaches to micro and macro issues. Both public and private organizations and institutions sponsor these types of workshops on a regular basis. Usually the format offers opportunities for presentations followed by discussion of specific topics among workshop participants who may include researchers, professionals, and volunteer leaders.

Conferences:
Local, regional and national conferences hosted by applied researchers, community practitioners and activists are held throughout the year. Frequently, the team of academics and community representatives who participated in the research presents research findings at these conferences. This allows for a rich dialogue among those who are attempting to address common issues from varying perspectives. In addition to the dialogue, the presentations and discussions are often recorded and published in the conference proceedings.

Newsletters:
Community groups and advocacy organizations produce periodic newsletters in which they provide local residents and other constituencies with the most recent statistics and research findings on issues that include affordable housing, violence prevention, hunger, health education, education reform, governmental accountability, etc. Since these newsletters serve as the primary sources of information for many community-based activists, they can be valuable outlets for disseminating the results of action research efforts.

Occasional Papers:
The findings from locally induced action research may find a broad audience among scholars and activist, alike. Research of this type that investigates and suggests specific solutions to critical issues in the areas of health, education and welfare are often published as "occasional papers" by research centers and institutes, nonprofit and philanthropic institutions.

Journals:
There are numerous refereed journals that publish applied research in the social sciences, and in the physical sciences. These publications primarily serve the academic community, where they are appropriate sources for peer review and feedback on action research methods and analyses of research outcomes. Here is a brief and only partial listing of potential academic-journals that have published on PAR activity.
Journals to Consider for CBAR Publications

AIDS Care
American Behavioral Scientist
American Journal of Community Psychology
Antipode
Comparative Education Review
Journal of Clinical Nursing
Journal of Community Practice
Journal of Community Psychology
Journal of Contemporary Ethnography
Journal of Environmental Education
Economic Development Quarterly
Quarterly Educational Policy
Environment and Planning A
Environment and Planning D:
Society and Ethnography
Field Methods
Feminism & Psychology
Focus on Autism & Other Developmental Disabilities
FOR UM for Applied Research and Public Policy
Health Care for Women International
Health Care Forum Journal, The Holistic Nursing Practice
Human Organization
Human Relations
International Journal of Nursing Practice
Journal of Advanced Nursing
Journal of the American Planning Association
Journal of Applied Ecology
Journal of Latinos and Education
Journal of Nursing Scholarship
Journal of Qualitative Research
Journal of Social Issues
Journal of Urban Affairs
Local Environment
New Directions for Teaching:
Space
Professional Geographer
The Psychiatric Rehabilitation
Psychology Review
Qualitative Health Research
Qualitative Inquiry
Religious Education
Research in Rural Sociology and Development
Social Work
Sociological Inquiry
Sociological Quarterly
Topics in Early Childhood Special Education
Media
Since the goals of community-based research often involve advocating for changes in policy or highlighting social or environmental processes that demand public attention, many researchers and community residents seek to publicize research results in various forms of media. This can be done through standard public relations tools such as media releases and/or through organizing events that present the data to the community and preferable to those who have decision-making power.

On-Line Media:
There are several on-line refereed journals like *Action Research International*. This journal is produced by The Southern Cross Institute of Action Research (SCIAR) based at Southern Cross University in New South Wales and has an international editorial panel. Other on-line media offer Listservs and discussion groups that can provide channels for valuable exchanges of information and feedback.

Books:
Publishers such as Sage, Allyn & Bacon, F.E. Peacock publish works that are based on a wide variety of issue-oriented applied research. Many of these books are geared to academics for classroom use; however, there are others for whom the target audience is practitioners and activists. Likewise, research institutes, national associations, and university presses publish books on community issues.

As described above, CBAR findings and outcomes can be disseminated in a variety of informal and formal ways. Some combination of these methods of dissemination should serve the joint purposes of community activists who need to use these findings for short and long range strategic planning and action projects and of academic researchers who need the research products to satisfy their scholarly mandates.
Course description

In this course, you will learn to do research while doing research. Research is primarily concerned with theory or explaining how a particular phenomenon works. This means that documenting, analyzing and explaining a phenomenon is the primary goal of scientific research. In this course, you will learn research techniques by being involved in a segment of a larger research project: Community Health Assets and Needs Assessments. The overall goal of the project is to explain the health conditions of the residents in four Chicago communities: Archer Heights, Armour Square, Bridgeport and Gage Park.

In this course, one of six courses linked to the research project, you will learn two qualitative research techniques: ethnography and analysis of interviews. The qualitative components are part of phase one of the three phases of the project. You and your teammates will use community-specific literature reviews, secondary data analysis, ethnographic techniques and interviews as primary data. The analysis of the data will assist in developing explanations about the health conditions of the residents in the four communities.

In this course you and your teammates will contribute towards an understanding of the health conditions of the people residing in the four communities. The hands-on-experience will provide valuable information to community-based organization on the health assets and health needs in each of the communities. The analysis of the data will also allow governmental and academic organizations to develop an understanding of the health conditions of the populations residing in the four communities and in Chicago.

Course objectives

The objective of the sequence of courses in research methods is to provide you with a hands-on learning experience. The specific objective of this course is to introduce you to qualitative research techniques, qualitative data analysis, and reporting. The course is an experiential learning because you will learn to do research while doing community-based research. I hope that by linking the course with a real-life research project will enhance your learning experience.

This specific course labeled is sociology in action. This means that while learning research methods, you will be involved in individual as well as team tasks. The underwriting label of the course is community health data analysis, which is the focus of the class. By the end of the course, you and your classmates should have learned key conceptual and technical aspects about qualitative research. Specifically, you and your classmates should have learned:
Research Project

The Community Health Assets and Needs Assessment (CHANA) is a collaborative community-based participatory research project. The community-based participatory research for health model entails that community members, medical institutions, government agencies, and academic institutions work together towards addressing health related problems.

The project is therefore being conducted in partnership with Alivio Medical Center (AMC), community-based organizations (CBOs), the Chicago Department of Public Health (CDPH) and DePaul University (DPU). The research partners are represented in the Community Assessment Council (CAC). Join efforts have a better chance to reduce the persistent health disparities among population categorized as non-white, those living in conditions of low-income, and those who are recent immigrant.

Modeling the project as a community-based participatory research for health implies that all partners are actively involved in planning and executing the research project. The model shifts the traditional academic institutions-centered approach to research. This means that we will play an important but not a central role in the development of the project. We will place our expertise and resources to the service of the community.

The broad objective of CHANA is to systematically document the health assets and needs of the residents in four Chicago communities: Archer Heights, Armour Square, Bridgeport and Gage Park. The specific objectives of the study are to document: (a) Community trends and changes; (b) Community health assets and needs; and, (c) Individual health, illness, and medical experiences.

The project is designed as an inductive multi-method assessment. The project involves qualitative research techniques to handle non-numerical data, such as interviews and observations and quantitative research techniques to handle quantifiable observations such the community appraisals and surveys. Below, please see the research strategies we will use to attain the three main goals of the project:

(a) Community trends and changes:
- Secondary Data Analysis: to assess available health literature/statistics
- Individual Interviews: to assess forces and trends in the community
- Group Interviews: to assess community health assets and needs

(b) Individual health, illness, and medicine
- Residential Survey: to assess health experiences and access to medical services

(c) Community health assets and needs
- Community Appraisal: to assess the physical/social shape of the community
- Food Inventories: to assess available food sources in the community

The implementation of the project will follow a building-block format. The community demographic profile, our first step, will serve as the base for the development of the individual and groups interviews. Both the community profiles and the interviews will help to adapt the observation instruments for the collection of data on the physical conditions of the communities. The data multiple observations will enhance our ability to build explanations about the health conditions of the residents in the four communities.

Courses Linked to Research Project

The six classes linked to CHANA are also organized as a building-block to reflect the developments of the research project. Below I have listed the term when the classes are offered, the course numbers and titles, and the research components we study and participate in each class.
Autumn Quarter: Soc 380 Research Methods I  
Logic and methods of scientific research methods  
Secondary data analysis – Literature review  
Community-by-community research report  

December Intersession: Soc 394/495 Community Health Qualitative Data Analysis  
Logic and methods of qualitative research  
Processing individual interviews  
Analysis of individual interview  

Winter Quarter: Soc 381 Research Methods II  
Logic and methods of quantitative research  
Processing of residential survey  
Analysis of residential survey  

Spring Quarter: Soc 394/495 Community Health Data Analysis  
Logic and methods of research methods  
Processing community inventories  
Analysis of community inventories  

Summer Session I: Soc 394/495 Community Health Qualitative Data Analysis  
Logic and methods of scientific research  
Community-by-community analysis  
Community-by-community report  

Summer Session II: Soc 394/495 Community Health Data Analysis and Writing  
Logic and methods of scientific research  
Across-community analysis  
Across-community report  

As your course program permits, I encourage you to participate in the courses listed above. Please note that Soc 394/495, offered during the December Intersession, Spring, and Summer terms provides with credit for the required experiential learning. You can also register in these courses as independent studies, or as a part of your elective classes. Please meet with me to explore how your work in the project might satisfy your academic requirements.

Your participation in this sequence of courses will provide you with a real-life research experience. By the end of the sequence of courses, you will know how to develop a research question, identify current explanations related to your question, and select specific research approaches to address the question. Your involvement in CHANA will provide you with hands-on research experience in processing and analyzing data using analytical tools such as ATLAS-TI to analyze qualitative data and SPSS to analyze quantitative data.

While learning to do research by doing research, you will also be providing a valuable service to the residents of the four Chicago communities. The community-specific and across-communities information will provide AMC with detailed information to assist in the enhancement or development of appropriate services. The community-specific information will help CBOs to develop health promotion and illness prevention initiatives. CDPH and DPU will analyze and disseminate the information. The combined efforts are a more effective method to address the persistent health disparities among Chicago residents.

**Course Organization**

In this course, you will be introduced to the conceptual basis and procedures employed in qualitative research. A central component of the course is the analysis of secondary data and individual interviews. The secondary data analysis and interviews are segments of the first of three phases that comprise the project.

In this course, you will learn to conduct secondary data analysis, analyze individual interviews, as well as to present and to write analyses based on qualitative data.
As you might imagine, this course is not a regular class. There will be lots of individual and group work involved. We will meet as a class three times a week. Some of these sessions will be primarily interactive lectures while other will be dedicated to working on data processing an analysis. The data processing and analysis will take place at the Eagan Center computer laboratory.

Individually, you will be responsible for learning the conceptual basis of research methods. This means that you are responsible for reading, understanding, and discussing assigned readings. You will be responsible for completing two individual assessments. Completing the reading assignments is crucial to understand course materials and how the materials are linked to the research project.

In your team work, you will be responsible for actively contributing to the project by conducting research, processing data, participating in analytical discussions, and being actively involved in writing tasks. The team will be responsible for the data collection, data processing, and data analysis of one of the four communities. You will also be responsible for submitting three peer evaluations.

Course requirements
Evaluating your learning and skill development is a monumental task. For the purpose of this course, we will rely on various individual and group level measures. Your final course grade will derive from your work in three areas: a. attendance to all class sessions and active class participation (20 percent); b. completion of two in-class assessments (30 percent); and your active participation in all team research activities, submission of required group assignments, and three evaluations of your peers (50 percent).

a. Attendance to class and research activities
You are required to attend all classes on time and to attend all group research related activities. It is your responsibility to sign the attendance sheet that I will circulate at the beginning of each class. You are responsible for keeping up with the assigned readings and for completing assigned exercises. Periodically, I will ask you to summarize key components in the readings or to apply concepts to specific examples.

The keys to doing well in this segment of the course are: to attend all classes and group research meeting on-time; to keep up with the class program and reading assignments; and to attend all classes well prepared to ask and to respond to questions. Your on-time attendance and active participation in classes and class activities will contribute 20 percent towards your final course grade.

b. In-class assessments
You will be responsible for completing two in-class assessments. Each assessment will have twenty questions, which I will develop based on our class readings and discussions. You are welcome to use your class notes while working on the assessments. You are not welcome, however, to use your textbooks or photocopied materials. The date of the assessment might shift depending on the pace with which we cover class materials.

The keys to doing well in this segment of the course are: to read the chapter carefully and to complete the exercises in each chapter. Although the questions in the assessments will not be the same as those at the end of each chapter, the necessary skills to solve the questions or problems will be the same. Your performance in the three assessments will contribute 30 percent to your course final grade.

c. Group research project:
Approximately five colleagues will form your research team. Throughout the course, the research team will be responsible for accomplishing specific tasks related to one of the four communities. As soon as we form the research teams, please make an appointment to meet with me.

All team members are responsible for contributing equally. To manage the work in each team, I encourage you to assign specific tasks to teammates. Some examples are: coordinator (1), data managers (2), and writing managers (2). It will be helpful to distribute responsibilities to each teammate and to elaborate a calendar detailing when tasks should be accomplished.

In this class, your research team will be responsible for:
   Reviewing the literature and statistical data on Chicago and specific communities
   Processing and analyzing of individual and group interviews
Presenting a report on the individual and group interviews

During the course, I will provide you with instructions on how to conduct research, strategies for analysis, and on how to format your written reports. You and your teammates are encouraged to meet with me or the research assistant to strategize, to trouble shoot, or simply to check on your progress. During the quarter, each team member will be responsible for submitting three peer-evaluations.

The keys to succeeding in this segment of the course are: to establish a good rapport with your teammates; to start your work early in the term; to meet regularly as a group; and, to maintain an organized division of labor. Your active participation in all research activities and peer review evaluations will contribute 50 percent towards your course final grade.

**Course Policies**

Attendance to classes and class activities is mandatory: You must provide written evidence that your failure to attend a class or a course related activity is due to legitimate circumstances. Attending all classes and course related activities is not only an intricate part of college life but it is also helpful in your learning experience and a wise utilization of your financial investment in the class.

Full and active participation in all team research and writing activities is mandatory. You must make yourself available to meet with teammates, to actively participate in all team work, and to make sure that your team is able to complete all tasks. Your performance will be evaluated by your teammates. Failure to fully and active participate in all team research and writing activities might result in a failing grade.

Please keep in mind that due to the nature of the class, your teammates and I will not accept late assignments. The team and the class are depending on your contributions. Please plan ahead and make sure that you are fully aware of deadlines. Failure to submit individual assignments or team contributions well prepared and on time might result in a failing grade.

**Required Readings**

Texts to purchase:


Material Provided:

**Statement of plagiarism**

Academic integrity entails absolute honesty in one’s intellectual efforts. Therefore, the work you will do in this course must adhere to the *University Academic Integrity Policy*, which you can review in the *Student Handbook* or by visiting [http://condor.depaul.edu/~handbook/code17.html](http://condor.depaul.edu/~handbook/code17.html). The *DePaul Student Handbook* details the facets and ramification of academic integrity violations, but you should be especially aware of the policies on plagiarism and cheating.

Plagiarism involves the representation of another’s work as your own. Cheating is the violation of University’s norms or an instructor’s guidelines for the preparation and submission of assignments. Some examples of academic integrity violations are: a. submitting as one’s own material that was copied from published or unpublished sources without proper acknowledgement; paraphrasing another’s views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgment; submitting as one’s own work a report, examination, paper, or other assignment which has been prepared by someone else.

Once you have submitted your work I consider this to be the final version you expect me to grade as your own work. I reserve the right to examine the paper for academic integrity violations using available resources.
Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions. If you are unsure about what constitute unauthorized help on an assignment, or what information requires citation and/or attribution, please ask your instructor.

**Course Program and Schedule**

Please note that readings and assignments are listed on the day on which these are due. You are responsible for reading each reading assignment before coming to class. Please note that the assessments are listed one class session after we have covered the conceptual content of the chapter being assessed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Reading/Book</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 11-27</td>
<td>Introductions, course description and organization</td>
<td>Johnson 1-12</td>
<td>Welcome to the study of sociology</td>
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<tr>
<td></td>
<td>Community-by-community literature reviews</td>
<td></td>
<td>• Class: Forming Research Groups</td>
</tr>
<tr>
<td></td>
<td>• Becoming familiar with the community</td>
<td></td>
<td><a href="http://www.cchsd.org/cahealthprof.html">http://www.cchsd.org/cahealthprof.html</a></td>
</tr>
<tr>
<td>Wed 11-29</td>
<td>Introduction to research methods</td>
<td>Johnson 99-154</td>
<td>Conducting research in sociology</td>
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<td></td>
<td>Questions and strategy</td>
<td>Mason 11-47</td>
<td>CHANA: Research Plan</td>
</tr>
<tr>
<td></td>
<td>• Individual: IRB Certification Due</td>
<td>CHANA 1-29</td>
<td><a href="http://condor.depaul.edu/~irb/training.html">http://condor.depaul.edu/~irb/training.html</a></td>
</tr>
<tr>
<td>Fri 12-01</td>
<td>Introduction to qualitative research</td>
<td>Babbie 285-317</td>
<td>Qualitative Field Research</td>
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<tr>
<td></td>
<td>Writing as communication</td>
<td>Johnson 13-98</td>
<td>CHANA: Research Plan</td>
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<tr>
<td></td>
<td>• Individual: Download Atlas-TI, the Quick and Full Manuals</td>
<td></td>
<td><a href="http://atlasti.com/download.html">http://atlasti.com/download.html</a></td>
</tr>
<tr>
<td></td>
<td>• Individual: First assessment (Reading Materials assigned on 11/27 and 11/29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat/Sun 12-02/03</td>
<td>Visiting communities</td>
<td></td>
<td>Team: Please visit the site with at least another person</td>
</tr>
<tr>
<td></td>
<td>• Please make sure you take notes during the visit and after</td>
<td></td>
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<tr>
<td></td>
<td>• If you take pictures, please be courteous and identify the location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 12-04</td>
<td>Computerized qualitative data analysis</td>
<td>Babbie 377-403</td>
<td>Qualitative data analysis</td>
</tr>
<tr>
<td></td>
<td>Qualitative Interviewing</td>
<td>Mason 62-83</td>
<td>Atlas-TI Full Manual</td>
</tr>
<tr>
<td></td>
<td>• Team: Interview transcription by 12:00pm</td>
<td>Atlas-TI 25-107</td>
<td></td>
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<tr>
<td></td>
<td>• Individual: Community Visit Ethnographic write-up</td>
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<tr>
<td></td>
<td>• Individual: Submit on-line peer review evaluation 01</td>
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<tr>
<td></td>
<td>Organizing and Indexing Qualitative Data</td>
<td>Mason 147-172</td>
<td></td>
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<tr>
<td></td>
<td>• Individual: Prepared codes, families and notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Team: Printed codes, families and notes</td>
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<td></td>
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<tr>
<td></td>
<td>• Individual: Second assessment (Reading Materials assigned on 12/04 and 12-06)</td>
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</tr>
</tbody>
</table>
Monday 12-11  Working with Interviews: Building analysis
  Qualitative research papers  Johnson 62-78
  Making Convincing Arguments with Qualitative Data  Mason 173-204
  • Team: Printed networks and notes
  • Individual: Submit on-line peer review evaluation 02

Wed 12-13  Working with Interviews: Preparing report
  Formats  Johnson 62-78
  Citing sources  Johnson 79-98
  • Team: Printed draft of report

Fri 12-15  Team Presentations
  • Team: Presentation of methods, analyses and results
  • Team: Printed team report
  • Team: electronic copies of all materials employed
  • Individual: Submit on-line peer review evaluation 03
Geography 133: Urban Geography

Instructor: Winifred Curran
Office: Lincoln Park 4514, 990 Fullerton
Loop Lewis 1654
Office Hours: Lincoln Park T 10-12
Phone: Loop 773.362.5471
Lincoln Park 773.325.7873
Email: wcurran@depaul.edu

Course Description:
This course introduces the way in which geographers have studied cities, drawing primarily on the experience of the American city. The class includes a series of service learning exercises based on Chicago. This service learning exercises will help you to understand the ways in which issues we discuss in class are manifest in the urban landscape. In addition, your work will be of service to the community of Pilsen, in their attempt to fight gentrification and displacement. We will explore the interaction between people and urban environments, looking at how cities have been formed, how they have changed, the different experiences of the city by different populations, and the ways in which people have addressed urban issues.

Readings and Assignments:
All necessary readings are posted on blackboard.
Additional readings may be provided throughout the term. You are responsible for all the reading in this syllabus and are expected to have read the assignment in preparation for each class session. Class preparation and participation is required and will serve as part of your final grade. Pop quizzes may be possible.

Experiential Learning Assignments:
There will be 2 experiential learning workshops, each involving the study of Chicago's urban geography, concentrating on the neighborhood of Pilsen.

Workshop 1
A building inventory project. You will be assigned a block for which you must collect data by visiting your block. You will collect data on the physical appearance of each building on your block and record it on the data inventory sheets that will be provided to you. Basic data will be recorded on the front of each sheet in the space provided. On the back of each sheet, you will record your field notes for each building, in which you expand upon the basic data collected on the front of the sheet. Here, you will expand on the condition of the building, any unique characteristics it may have, whether it is for sale or rent, has a zoning change request, is undergoing construction, etc. You will also record data on any people you saw around the building or anyone with whom you spoke while doing the inventory. Based on your data findings, our discussions in class, class readings, and your own research, you will then write an essay putting the findings in context and analyzing issues are most important for your block.
DUE OCT. 11

Workshop 2
Will involve research around the best ways to conduct a questionnaire by mail and the development of a sample mail survey. Based on the data available to you from your building inventory, what data would you like to learn about the residents of the area in order to formulate urban policy and community action? What are the best methods to garner this information in a mail survey? For this project, you will need to research the methodology of doing a mail survey and then based on these best practices, develop a questionnaire that will be mailed to the residents of your block.
DUE OCT 23.

These will be completed outside of class time and will involve your own research on a topic. You are expected to spend a total of 25 hours on the workshops. Deadlines are listed below. Papers are due at the beginning of class. Email and blackboard submissions are not accepted. Late papers will not be accepted, except by prior arrangement with the instructor.

In addition, you will keep a journal of your service learning experience, with your impressions and reflections of Pilsen and how these impressions have changed over the course of the project. This will be more personal than your field notes, recording your personal reactions and feeling and reflecting about how your positionality has affected your experience. This is not something that should be written in one night. You should record something in your journal after every trip to Pilsen as well as after relevant discussions in class.

Exams:
There will be a final exam. Exams can only be made up in the case of a documented illness or other emergency.

Attendance:
Regular attendance is required. Unless absences are documented on medical or other compassionate grounds (documentation is required), more than three absences will affect your final grade.

Academic Honesty and Plagiarism:
Academic honesty and integrity are expected at all times. Academic dishonesty, such as cheating or copying during exams, will be punished severely.
Plagiarism – using someone else's work without acknowledgement – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. Read the DePaul Student Handbook (http://studentaffairs.depaul.edu/handbook/) for definitions and explanations of plagiarism and the University's Academic Integrity for the students (http://studentaffairs.depaul.edu/handbook/code16.html).

Grading:
- Attendance and participation 10%
- Experiential learning workshops 50% (25% each)
- Service learning journal 15%
- Final 25%

Class Schedule
Sept 6 – Introduction and syllabus review
Sept 11 – Service Learning/ Pilsen
Movie “The More Things Change”
Read articles and listen to clip in Pilsen folder posted on blackboard

Sept 13 - Service Learning/ Pilsen
Read Pilsen Building Inventory

Sept 18 – Visit from Victoria Romero, Chair of the Pilsen Alliance Board of Directors and life-long Pilsen resident. Come prepared with questions bases on our readings and discussions.

Sept 20 – Doing Activist Research
Read Rodriguez

Sept 25 – Research Methodology
Folder on blackboard

Sept 27 – Pilsen field trip
Gentrification
Read Zukin, the Onion

Oct 2-4 – No class. Use this time to do your building inventory.

Oct 9 – Gentrification
Movie “Where Can I Live”
Read Smith

Oct 11 - WORKSHOP 1 DUE

Oct 16 - Urban Redevelopment
Read TIF folder

Oct 18– The Economy of Cities cont.
Read Curran

Oct 23 – WORKSHOP 2 DUE

Oct 25 – Service Learning reflection
SERVICE LEARNING JOURNALS DUE

Oct 30 - Economy of Cities cont.
Movie
Read Sassen

Nov 1– Segregation
Segregation folder on blackboard

Nov 6 – Homelessness
Read homelessness folder on blackboard

Nov 8 – Urban Crime
Read Broken Windows

Nov 13 - Conclusions and Review
Liberal Arts and Sciences domain: Junior Year Experiential Learning

Classes: T,Th. 3.10-4.40pm

Professor: Dr. Euan Hague

Email: ehague@depaul.edu

Professor: Dr. Euan Hague

Office: 4305, 990 W. Fullerton (Dietzgen)

Phone: (773) 325 7890

Office Hours: T,Th. 1.30pm-2.30pm, or by appointment

Geography Dept. web-site: http://gis.depaul.edu

Course readings, exercises and other notices: Available through Blackboard

Steans Center Community Service Assistant for GEO133: Kristine Krull

REQUIRED TEXT
Raymond Chandler *The Big Sleep* (read by 10 November) – any edition is OK.

OPTIONAL TEXT

All other required and optional readings are available through Blackboard or can be found at DePaul University’s Richardson Library (Lincoln Park campus). It is your responsibility to make copies of the readings, read them and bring them to class on the date that we will be discussing them.

COURSE DESCRIPTION
This course introduces the study of urban geography, primarily through an examination of cities and urban processes in the United States. There will also be a series of experiential learning exercises based in Chicago, centering in the neighborhood of Pilsen. The location of cities and the relationships between different urban areas are critical structures of contemporary society. Urban areas are tremendously diverse and so the course will explore many aspects of city life from a range of geographical perspectives: social, economic, political, historical, etc. Important models and geographical conceptualizations of urban space will be introduced, as will critical issues of urban geography such as transportation, gentrification, housing projects, planning and zoning laws, urban homelessness, images of cities, inner city decline, suburban growth and land use conflicts. After introducing the main aspects of urban geography, a final case study will focus on the urban and cultural geographies of Los Angeles. The class is designed to give you knowledge of key areas of public debate and academic urban geography. It will also enable you to test out your learning and observation skills through fieldwork.

REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>2 experiential workshops</td>
<td>40%</td>
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<tr>
<td>Mid-Term</td>
<td>15%</td>
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<tr>
<td>3 in-class pop quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Chandler review and quotations</td>
<td>5%</td>
</tr>
</tbody>
</table>
COURSE STRUCTURE
The course meets twice a week. Classes will involve a lecture, during which you will be expected to take your own notes. There will also be a discussion of the readings required for that class. It is critical that you complete the required readings. You are also required to complete two experiential workshops (see below). There will be four in-class pop quizzes, a mid-term and a final exam.

ATTENDANCE POLICY
Consistent with DePaul University policy, you are expected to attend class meetings. Through attendance checks and my knowledge of your participation, absences will be noted. Unless absence is explained on medical or compassionate grounds (documentation is required), absence from more than 3 classes is grounds for a grade adjustment.

IN CLASS POP QUIZZES
During the quarter there will be four pop quizzes. Your lowest score will be erased and your best three scores will count towards 15% of your final grade. Each quiz will be based on the required reading for that day’s class. Come prepared to take an in-class pop quiz each class – the pop quiz schedule will not be announced!

EXPERIENTIAL LEARNING AND WORKSHOPS
Geography 133 – Urban Geography is part of the experiential learning program of the Geography Department. This means that doing projects and exploring urban areas enhance your learning. There will be two experiential workshops, worth a combined total of 40% of your final grade. Each will involve you exploring Chicago’s urban geography – both past and present. These experiential learning projects will be completed outside of class time and will be completed in association with the Irwin W. Steans Center for Community-based Service Learning and the Pilsen Alliance (1831 S. Racine). You are expected to spend a total of 25 hours working on the experiential workshops. Information, instructions and requirements about these experiential workshops will be provided on individual handouts. You will be required to write up your findings and discuss them in class. The deadline for each workshop is listed below.

All of your written work must be submitted type-written in 12pt Times Roman font, double-spaced with 1.25-inch margins (the standard Word document format). Please remember to number your pages and also put your name as the “header” on each page (in Microsoft Word, View the Header and Footer). You must include a full and accurate reference list for every piece of work you submit – failure to do so is grounds for a grade adjustment. Please use the reference style outlined in this syllabus. If you do not have access to computing facilities, please inform me immediately so appropriate arrangements can be made.

Deadlines will be enforced. They are listed in the syllabus so that you can plan your time and work schedules for the semester. Please note that this late policy includes computer problems. Protect yourself by: a) completing assignments ahead of time, not at the last minute, b) always scanning your disks for viruses using a recently updated scanning program, and c) backing up your files on duplicate floppy disks and hard drive. Be especially careful of viruses in computers that are used by many different users, such as student computer labs. To be fair to every member of the class, due dates will be observed. Work must be handed in during the class scheduled on the deadline day and can only be emailed with permission of the instructor. If you have received permission to email me your paper, please make sure it is saved as a Microsoft Word document (.doc) and not in any other format (such as .wps). You should keep a copy of every piece of work that you submit for your own records. If you email me your work and do not receive a reply from me confirming that I have received your attachment, assume that I have not received your work and send it again. Always bring a hard copy (printed out) to our next class, even if you have emailed me your paper. If my records indicate that you have not submitted a piece of work, then you have not submitted it. It is your responsibility to make sure that I
receive a copy of any written work that you submit. Late work will be penalized two points per day. The weekend counts as two days and runs from 4pm on Friday until 9am on Monday. For example, a piece of work that would have gained an ‘A’ (e.g. 28/30) if it were handed in on time (3.10pm Thursday) but was handed in late (3.10pm on Tuesday) will lose 10pts and drop to a ‘D’ (e.g. 18/30) as it is five days late. Extensions will only be granted in exceptional circumstances – such as personal or medical emergency. Documentation of these is required for an extension to be granted. Please see me if you require clarification of these grading and extension policies. 

No missing papers or workshops will be accepted after our final exam on Thursday 17 November 2005.

ACADEMIC HONESTY AND INTEGRITY

Academic honesty and integrity are expected at all times. Academic dishonesty, such as cheating or copying during exams or making up data, will be punished severely. Plagiarism – using someone else’s work without acknowledgment and, therefore, presenting their ideas or quotations as your own work – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. If you have any questions about this, please arrange to meet with me – I will be happy to answer them. During the quarter you will be collecting data that will be used by the Pilsen Alliance and other community organizations to aid their work. It is imperative that you complete the data collection sheets accurately. Under no circumstances should data be falsified or fabricated to fill gaps in the database. It is better to leave an entry blank rather than make something up to fill the gap. Fabricating data is a violation of DePaul’s academic integrity policy:

Fabrication, falsification or sabotage of research data is any action that misrepresents, willfully distorts or alters the process and results of scholarly investigation. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation-stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one’s own; and undermining or sabotaging the research investigations of another person.

Fabricating data also presents the community organization with false information that they may then unknowingly use in their projects. Please read the DePaul Student Handbook (http://studentaffairs.depaul.edu/handbook/) for definitions and explanations of plagiarism, fabrication, cheating and other aspects of DePaul University’s Academic Integrity expectations for students. More information is at (http://studentaffairs.depaul.edu/handbook/code16.html).

References and Reference Lists

Constructing full and accurate references is a critical part of writing at university level. The idea of referencing in such a way is that any person could find and use the exact same materials as you did to write your essay. All work to be graded must be accompanied by a list of references (this is not included as part of the page limit). Many students have initial difficulty with quoting and referencing materials. It is a skill that you learn to develop that is a critical part of writing in the Social Sciences. You must include both in-text references and an end list of references. The Association of American Geographers utilizes the Harvard system (see http://efn.hud.ac.uk/studyskills/referen.html) and this is the system that I want you to use.

Failure to provide in-text references and a final list of source materials could be considered plagiarism, academic dishonesty and result in an automatic grade of ‘Fail’ in the course. You must demonstrate the sources of your information. Also, you cannot cut-and-paste directly from a web-site or copy whole sections of a newspaper or other published article. The vast majority of words in any essay must be your own. The idea of providing reference lists and in-text references is that:
You acknowledge your source materials
Another student could access the same source materials and write the same essay
You demonstrate your skills in accessing and evaluating source materials

A second critical aspect is that internet web-sites are not as reliable as newspapers, books and journals. There is no way to assess the accuracy of any internet site other than through reputation or cross-checking information with published sources such as an encyclopedia. Web-sites often do not have fact-checkers and editors monitoring their content. I understand that people want to use the internet to get information, but due to abuse of internet materials by DePaul University students in the past year, I no longer allow students to use internet sources in their essays. Cutting and pasting text taken directly from a web-site without appropriate referencing and quotation marks is plagiarism and is forbidden. Submitting an essay or a group project that has any part cut and pasted directly from the internet is grounds for an automatic grade of zero. I want to know what you are thinking and what you have learned, not that you can cut and paste! I do allow you to use the internet to examine databases and e-journals through DePaul University Library web-site (http://www.lib.depaul.edu/). You can ask a librarian to help you utilize these searches. You may also use other libraries to find non-internet resources. A librarian can help you find sources for your papers. One excellent and reliable source to use is the Chicago Tribune on-line searchable index. Here’s how to do it:

CHICAGO TRIBUNE SEARCHABLE INDEX
1. Go to the DePaul Library homepage: http://www.lib.depaul.edu/
2. Click on “Journal and Newspaper Articles”
3. Enter “Chicago Tribune” in the search box (you can search with just the word “Chicago” to find other local publications)
4. Click on “from 1985 to present in ProQuest Selectable Full Text Newspapers”
5. Select “Full text, 1996-current”
6. Click on “advanced search” at the top of the page
7. Enter your search terms – you may have more “hits” by changing the term “citation and abstract” to “document text”
8. Search!
An Illustration of How To Reference Source Material

Paul Knox’s book Urbanization contains the following sentence about Chicago:

| Ports and lakeside cities such as Chicago, Cincinnati, Memphis, and Nashville prospered because they were able to operate as interfaces between established trading routes and the budding railroad network. |

A student essay contains the following passage:

| Cities such as Chicago, Cincinnati, Memphis, and Nashville, were lakeside ports that prospered because they were able to operate as intersections between existing trading routes and the budding railroad network. |

To submit this is unacceptable. All that this student has done is moved the first sentence around a little and changed “interfaces” to “intersections” and “established” to “existing.” No in-text reference is provided. It does not demonstrate to the instructor that the student understands either the material or has referencing and writing skills. No in-text reference is provided. Even though it is not exactly word-for-word, changing one or two words per sentence is inadequate. You must rephrase and discuss the source in your own words. Even if this student listed the title of the book at the end of their essay, there is still no in-text reference. This means that another person would have difficulty reconstructing the essay as it would be unclear which reference in the final list relates to which material in the text. So, what would be acceptable?

| Chicago, Cincinnati, Memphis, and Nashville all thrived “because they were able to operate as interfaces between established trading routes and the budding railroad network” (Knox, 1994, p. 28). These were port cities, located on rivers and lakes, and such waterways that were vital to US urban development (Knox, 1994). |

References

Here the student has appropriately used quotation marks to indicate which words are taken directly from the source, has given in-text references for both the quotation and the other information gained from this source, and has provided a full and accurate reference at the end. This shows that the student has the skills necessary for scholarly Social Science writing, has acknowledged their sources, demonstrated their ability to interpret the source material and assess it in their own words and provided the in-text reference so that another person could go and find out which material in the essay came from which source. You should utilize in-text references throughout your writing every time you utilize information from a source. The rule is, if in doubt, give the reference both in-text and at the end. You may find yourself writing the same source as an in-text reference many times. This is normal and acceptable. When making a reference in your writing, please remember the following rules:

(a) **Referencing a quotation (direct words) taken from a book or article**

   **Either:** “Paris experienced a vast economic boom,” argues Harvey (1979: p.366), “as the railways made it the hub of a process of national spatial integration.” **Or:** “Paris experienced a vast economic boom as the railways made it the hub of a process of national spatial integration” (Harvey, 1979: p.366).

(b) **Referencing an idea or argument, but not a direct quotation of an author’s words**

   **Either:** Harvey (1979) argues that railroads centered French economic development on Paris. **Or:** French economic development became concentrated in Paris due to the development of the railroads, (Harvey, 1979).

When making a reference list, please follow this style:

(a) **For books:** Knox, Paul (1994) An Introduction to Urbanization, Prentice-Hall, Englewood Cliffs, NJ.

(c) **For articles in journals:** Harvey, David (1979) “Monument and Myth” *Annals of the Association of American Geographers*, vol. 69 no.3, 362-381.


**CLASSROOM BEHAVIOR**

If you must arrive late for a class or leave early, please do so without disrupting other people. While in the classroom please turn off your cell phone, i-Pod, etc. To be courteous to other students and the professor, **do not** read a newspaper during class or have conversations with friends while the professor or other students are talking. When a video clip is shown or a piece of music played in the classroom, this is not a signal to take a break. These media are important sources of information about urban areas and city lifestyles. Take notes while watching and listening to these.

Most videos that are shown in class will be held on reserve at John T. Richardson Library.

**STUDENTS IN NEED OF SPECIAL CONSIDERATIONS**

Any student requiring special considerations must inform me as soon as possible, preferably within the first week of the course. I can be contacted in office hours, by email or appointment. Accommodations cannot be made retroactively; to protect your legal rights, you need to act before any exams, presentations or other course requirements are due. If your condition is recognized under the Americans With Disabilities Act, contact the Office of Students with Disabilities ((773) 325-7290 or room 307 of the Student Center) who will be able to assist both student and faculty. Their website is: [http://studentaffairs.depaul.edu/studentswithdisabilities](http://studentaffairs.depaul.edu/studentswithdisabilities). If you have a condition that requires accommodation from the Productive Learning Strategies program (PLuS Program) please contact them in SAC 220, by phone 773-325-1677, or e-mail plusinfo@depaul.edu.

**OTHER INFORMATION**

There are no extra credit options or make-up exams. If you miss the final examination, you will not be allowed to reschedule it. Only in exceptional circumstances, with appropriate documentation, can alterations be made and changes will be made in accordance with DePaul's system for making up missed exams. Final grades will not be curved but will be judged on your individual performance in the course requirements. Incompletes will not be granted unless documentation of exceptional circumstances can be demonstrated. All lecture topics and reading assignments are subject to change by the instructor.

**IF IN DOUBT – ASK!**

Not everyone will learn at the same way or at the same rate. Others may have personal problems or issues that are hindering their learning and work. There may be some concepts and terms that you do not understand at first. If you are experiencing difficulty with the class for any reason, please inform me as soon as possible and I will see what assistance can be provided. Please notify me immediately of any problems you are experiencing – it takes time to make adjustments or changes to the course requirements. As the teacher of this course, I want you to feel comfortable learning and ensure that you understand the materials being taught. I will be happy to speak with any student during my office hours or upon making an appointment with me. Please do not be ‘scared’ to raise questions or concerns at any time. My contact details are listed on this syllabus or can be obtained from the office of the Geography Department in Suite
4300 on the 4th Floor of 990 West Fullerton. In particular, if you feel you need extra assistance in improving your writing, do not hesitate to contact the DePaul Writing Center (150 McGaw, 325-4272). Other information can be found in the Student Handbook online at: http://studentaffairs.depaul.edu/handbook/

**COURSE OVERVIEW, READING REQUIREMENTS AND DEADLINES**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>WORK DUE</th>
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<tbody>
<tr>
<td>Sept.</td>
<td>8 Introduction and syllabus review</td>
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<td>Sept.</td>
<td>13 Models of urbanization</td>
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<td>Sept.</td>
<td>15 Introduction to Pilsen experiential learning project and Chicago’s urban history</td>
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<td>Sept.</td>
<td>20 Transportation and the American city</td>
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<td>22 Architecture – Skyscrapers</td>
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<td>Sept.</td>
<td>27 Zoning Laws – history and development</td>
<td><strong>Workshop 1 essay due</strong></td>
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<td>• Euclid v. Ambler (1926) Comments on Supreme Court Ruling.</td>
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<td><a href="http://www1.sru.edu/gge/faculty/hughes/215/EUCLID.HTM">http://www1.sru.edu/gge/faculty/hughes/215/EUCLID.HTM</a>, Slippery Rock University</td>
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<td>Sept.</td>
<td>29 Tax Increment Financing districts (TIFs)</td>
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<td></td>
<td>• Patterson, Kwaane Abasi (2003) “Debate continues over Devon/Sheridan TIF District” <em>Rogers Park</em>, vol. 8 (3) 1, 8-9.</td>
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<td>• Bell, Jermaine (2004) “LU students here to learn, not shop” <em>The Phoenix</em>, 4 February, p.9</td>
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<td>Oct.</td>
<td>4 Public-Private Partnerships – Atlantic City and casinos</td>
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<td>Oct.</td>
<td>6 The image of the city and geographies of fear</td>
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<td>Oct.</td>
<td>11 Mid-term Examination</td>
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<tr>
<td>Oct.</td>
<td>13 Experiential Learning – data analysis techniques <strong>Workshop 2 data collection deadline</strong></td>
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<tr>
<td>Oct.</td>
<td>18 Public Housing</td>
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<td>• Bebow, John and Olivo, Antonio (2005) “CHA moves tenants out – but not up” <em>Chicago Tribune</em>, 27 February</td>
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<tr>
<td>Oct.</td>
<td>20 Suburbia</td>
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</table>

Oct. 25  ▪ Gentrification
- Skertic, Mark and Fornek, Scott (2002) “Lincoln Park becomes wealthiest community” *Chicago Sun Times*, 20

Oct. 27  ▪ Homelessness

Nov. 1   Experiential Learning Review Session

Nov. 3   Case Study: Los Angeles (Rap Music)
Nov. 8   Case Study: Los Angeles (Environment, skateboarding)
Nov. 10  ▪ Case Study: Los Angeles (*The Big Sleep*)
Nov. 15  Conclusion and exam review

**********Workshop 2 essay due

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Final Examination: Thursday 17 November, 2.45pm-5.00pm

▪ = Required Reading due for this class and therefore a potential pop quiz! All required readings are available on Blackboard except that for 10 November. Please read Raymond Chandler’s novel *The Big Sleep* for this class.
“Trabajar Haciendo”: Engaging in Ethical Research on Indigenous Issues

Spring Quarter 2006

Instructor: Sylvia Escárcega, Ph. D.
Department of Anthropology
DePaul University
2543 N. Racine Ave.
Chicago, Illinois 60614

Research Assistant: Mariana Calderón
mcaldero@students.depaul.edu

DATE AND TIME: Wednesday 5:45 – 9:00 p.m.

CLASS LOCATION: Clifton 140

OFFICE HOURS: Tuesday 2 – 3 p.m.; Wednesday 4:30 – 5:30 p.m.

O. H. LOCATION: 2347 N. Racine Ave. #002 (Basement of Humanities Building)

PHONE NUMBER: (773) 325-4999

E-MAIL ADDRESS: sescarce@depaul.edu

“The tradition of the oppressed teaches us that the ‘state of emergency’ in which we live is not the exception but the rule.”
—Walter Benjamin, Theses on the Philosophy of History, 1940.

“This is the last hope for our people. There is no other place to turn. Let us help the governments to understand and to sit here for a dialogue in a good way.”
—Adelard Blackman, Buffalo River Dene Nation, words of welcome at WGIP, 2002

“No nos tienen que nombrar a expertos pues no somos conejillos de indias. Nosotros tenemos que proponer nuestras propias soluciones.”
—Tomás Alarcón, Aymara, Indigenous Caucus meetings, 2001

1 “They do not have to name experts for us because we are not Guinea pigs. We have to propose our own solutions” (my translation).
COURSE GENERAL DESCRIPTION

In this course we will explore ethical and methodological issues in researching international issues and the potential for intervening in international arenas. The students will be exposed to the world of international advocacy, activist research, and participatory research. This course will also involve working with local organizations which will be facilitated by the Steans Center for Community Service at DePaul University.

PROJECT

What is known today as Chicago (“striped skunk” or “wild leek” for the Miami-Illinois) has been home to several Native American groups for various centuries. While the native population decreased considerably after the European colonization, the number of Native Americans coming to Chicago in search for jobs increased after World War II. Since then, many other indigenous groups from around the world—Mexico, Central and South America, Southeast Asia, et cetera—have also migrated to Chicago for the same purposes. The settlement of these groups has enriched the city's cultural diversity while it has also posed some other challenges to the creation of a multicultural society that recognizes and respects different peoples’ ideas about “community.” On the one hand, there is little known about these Indigenous Peoples, other than what is offered at major museums. Moreover, there is also a noticeable lack of available information about their contributions to the political and cultural development of the city. On the other hand, this apparent invisibility has had serious consequences for the Indigenous Peoples, that live in Chicago because their concerns and problems find limited institutional response and support. Therefore, this invisibility threatens not only their lifestyles but also the cultural diversity of the city.

Throughout the history of colonialism, imperialism, and nation-state formation there have been numerous contested ideas and senses of indigeneity that have regulated the relations between Indigenous Peoples, mixed peoples, other ethnic groups, and the state. While these images and ideas emerge from and specific local and regional dynamics influence them, they are today increasingly empowered by a currency about indigeneity forged at the international level.

Until recently, it was the so-called experts and anthropologists associated with academia, states, non-governmental, and/or intergovernmental organizations who were still trying to define “indigenous” and what is “indigeneity.” Through years of challenging the expert role on indigenous issues assigned to non-indigenous intellectuals and state agents by non-indigenous scholars and institutions, Indigenous Peoples have tried to make us understand that it is they who should and can define what indigeneity is and the political processes where they participate.

For all these reasons, we are interested in developing a workshop, roundtable discussions, conference (format to be decided) on indigenous issues, where Indigenous Peoples from across the world, and organizations that have an agenda to benefit Indigenous Peoples have the opportunity to network and become acquainted with each other’s work. In this course, we will be doing the background work for this important event that will take place at DePaul University in Spring 2007.

In your engagement with the organizations, you will use anthropological skills to find about who they are, what are their interest, what is their agenda, what services/programs do they run, what is their involvement with indigenous populations in Chicago and around the world, etc. In addition, you will investigate how the view “indigeneity” and what kinds of issues would they be interested in exploring in our event. Keep in mind that your will not necessarily engage in service learning, but fieldwork. However, you should find ways to get involved with the organization in any way possible without imposing on their time. You will have to negotiate your way into whatever role makes sense given the organization and the work they do. This is, actually, part of doing fieldwork.

OBJECTIVES OF THE COURSE

In conjunction with organizations that have an indigenous agenda throughout Chicago, students will use anthropological methods, skills, and knowledge in order to identify issues that affect Indigenous Peoples today. Specifically, students will:

1. identify organizations, associations, or groups that work with Indigenous Peoples in the Chicago area that will be invited to participate in the 2007 event;
2. as part of fieldwork, engage with one of those organizations;
3. gather and assemble available information on the issues that are important for those organizations through interviews, participant observations, informal talks, etc.;
4. develop, in conjunction with the organizations, a possible agenda for the Spring 2007 event;
5. learn and discuss the benefits and problems associated with using anthropological skills, methods, and knowledge in international activism and advocacy for social justice, rights, and empowerment;
6. learn and discuss the benefits and problems associated with using anthropological skills, methods, and knowledge in researching indigenous issues; and
7. learn and discuss the advantages of creating international and cross-border networks, (such as binational organizations that work to improve the living conditions of Indigenous Peoples in the US and other countries).

2 Rather than using “indigenous” as an adjective, we ought to capitalize “Indigenous Peoples” to indicate those peoples who choose to identify with specific, albeit flexible, notions of indigeneity. Another caveat is in order here. I use the concept Indigenous Peoples without implying that they are one, indivisible, unproblematic unit. There are many divergent voices within the groups. For this reason, we have to use the words “Indigenous Peoples” and not “indigenous people.”
READINGS


Books can be purchased at DePaul's bookstore. Selected chapters from the dissertation can be purchased at the Anthropology office (instructor will notify you when they become available).
WEEKLY SCHEDULE

Please note that although I will try to maintain this weekly schedule, I may be forced to change it as this is a research-based course. Flexibility will ensure that we are able to work with the organizations and the success of the project. Furthermore, flexibility is an important skill that all researchers in the social sciences ought to develop. Changes may occur from one week to the other and the main venue of communication of these changes will be blackboard. Hence, you must check blackboard regularly.

**WEEK 1 – March 29**

“Indigeneity in Chicago”

<table>
<thead>
<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (for next week)</th>
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</table>
|                     | 1) Human Subjects Training  
                      (see “Confidentiality Issues” section above)  
                      2) Read the syllabus thoroughly. Any questions should be directed to the instructor on week 2 | 1) Identification of symbols of indigeneity in Chicago. See handout  
2) Buy books and do the readings for next week (see below)  
3) Choose two chapters and write a response following the guidelines on blackboard |

**WEEK 2 – April 5**

“Indigenous Peoples and Academia”

<table>
<thead>
<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</thead>
</table>
| Natives and Academies:  
- Preface  
- Introduction  
- American Indian History…  
- Commonality of Difference…  
- Comfortable Fictions…  
- Ethics and Responsibilities…  
- Licensed Trafficking…  
- Cultural Imperialism…  
- American Indian Studies…  | 1) Introduction to the course and project  
2) Turn in Human Subjects Training certificate  
3) Turn in symbols of indigeneity assignment  
4) Video: “Urban Indians in Chicago”  
5) Discussion of readings using students’ responses | 1) Do readings for next week (see below)  
2) Choose two chapters and write a response following the guidelines |

**WEEK 3 – April 12**

**WEEK 3 – April 12**

Indigenous Peoples and Academia

<table>
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<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</thead>
</table>
| Indigenizing the Academy:  
- Preface  
- Introduction  
- Marginal and Submarginal…  
- Academic Gatekeepers…  
- Reclaiming Our Humanity…  
- Warrior Scholarship  
- Teaching Indigenous CRM…  
- In the Trenches…  
- Not the End of the Stories…  | 1) Discussion of readings using students’ responses  
2) Distribution of students in organizations | 1) Do readings for next week (see below)  
2) Choose two chapters and write a response following the guidelines  
3) Contact the organization that you will be working with and set up appointment |

**WEEK 4 – April 19**

Indigenous Migrants

<table>
<thead>
<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</table>
| Indigenous Migrants:  
- Building Civil Society…  
- The FIOB experience  
- Cross-Border Indigenous…  
- Building the Future…  
- Collective Identity…  | 1) Video: “Binarional Dreams”  
2) Presentation by instructor  
3) Discussion of readings using students’ responses | 1) Start working with organizations  
2) Write 1st preliminary report on research experiences and data for the project  
3) Do readings for next week (see below) |

**WEEK 5 – April 26**

Indigenous Migrants

<table>
<thead>
<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</thead>
</table>
| Indigenous Migrants:  
- Indigenous Mexican Migrants in the 2000 U.S…..  
- Practical Research….  
- Purépecha Migration…  | 1) Discussion of readings using students’ responses  
2) Turn in a hardcopy of 1st written report to instructor | 1) Continue working with organization  
2) Write 2nd preliminary report research experiences and data for the project |
### WEEK 6 – May 3  
**Indigenous Contemporary Issues**

<table>
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<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</table>
| FIOB’s web page    | 1) Oral presentations of 1st and 2nd reports  
|                    | 2) Turn in a hardcopy of 2nd written report to instructor  
| National Museum of the American Indian web pages | 3) Presentation by instructor  
|                    | 4) Students discuss the web pages viewed | 1) Continue working with organization  
|                    | 2) Write 3rd preliminary report research experiences and data for the project |

### WEEK 7 – May 10  
**Indigenous Struggles at the International Arena**

<table>
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<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</table>
| Internationalization of the Politics of Indigenousness:  
- Introduction: Lo Indigena  
- The Conceptual Terrain… | 1) Film: “Indian Summer”  
|                    | 2) Presentation by the instructor | 1) Continue working with organization  
|                    | 3) Discussion of readings by students | 2) Write 4th preliminary report research experiences and data for the project  
|                    | 4) Turn in a hardcopy of 3rd written report to instructor | 3) Do readings for next week (see below) |

### WEEK 8 – May 17  
**Indigenous Struggles at the International Arena**


<table>
<thead>
<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</table>
| Internationalization of the Politics of Indigenousness:  
- Forging New Global Alliances…..  
- Indigenousness at the United Nations | 1) Presentation by instructor  
|                    | 2) Discussion of readings by students | 1) Final week of working with organization  
|                    | 3) Turn in a hardcopy of 4th written report to instructor | 2) Write 5th preliminary report research experiences and data for the project  
|                    | | 3) View UNPF webpage taking notes following instructions on blackboard |

### WEEK 9 – May 24  
**Indigenous Views on Resistance and Collective Action**

<table>
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<tr>
<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
<th>ASSIGNMENTS (next week)</th>
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</table>
| United Nations Permanent Forum webpage | 1) Discussion of webpage  
|                    | 2) Film: “Zapatista” | 1) Start writing final report  
|                    | 3) Turn in a hardcopy of 5th written report to instructor | 2) Do the reading for next week (see below) – note: chapters will be divided. |

### WEEK 10 – May 31  
**Indigenous Views on Resistance and Collective Action**

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<th>READINGS COMPLETED</th>
<th>IN-CLASS ACTIVITIES</th>
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| Indigenous Pathways of Action and Freedom | 1) Discussion of readings by students  
|                    | 2) Conclusions | 1) Finish final report – due Friday June 2, at 2:00 p.m. It has to be turned in on the hands of the instructor. No electronic copy will be accepted.  
|                    | | 2) Work on oral presentation |

### FINALS WEEK – June 7  
**Student Presentations**
MAJOR ASSIGNMENTS

Note: The instructions for all other assignments will be given to you in handouts or through blackboard.

GRADING CRITERIA

20% Response papers to the readings

20% Class participation (includes attendance and participation in discussion)
* Note: attendance to all class meetings is mandatory. If for an emergency you are unable to attend, you are responsible for notifying me right away and you will still be responsible for producing a written summary of the reading if it was assigned for that day(s)). For all rules on absences and late work please see the specific sections where such issues are discussed.

20% Weekly set of field notes and progress reports on the project
* Note: weekly outside-class work on the project is mandatory (at least 4 hours + the time it takes you to write the reports). This needs to be documented with field notes, consent forms, attendance records.

40% Research report

100% TOTAL – Final Grade

Equivalencies for the Final Grade

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<tr>
<th>Percentage</th>
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<td>90-94%</td>
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Late Work: Your timeliness and full participation in the activities of the course is crucial. You will be responsible not only for your own work, but also for the success of the overall project. Late work will only be accepted for the next 3 days after the assignment date and it will result in a reduction of 10/100 points. You are responsible for notifying me of your work will be late. Please note that notification that work will be turned in late will not excuse deductions in the grade.

Incompletes: There can be no incompletes given in this class for the nature of the project. If for any reason you think you will be forced to miss several classes, you should consider not enrolling in this class. Please talk to the instructor about any concerns.

RESPONSE PAPERS (Weeks 1-3)

3 Response Papers (3 pages minimum each): Students will choose two chapters of the week’s readings (as noted in the schedule) and write a response to them using the following types of readings. You must ALL OF THEM FOR EACH ONE of your responses and the types of reading have to be clearly marked in your paper. All papers will include references used.

   a) Reading affectively: How does the material make me feel? What do I think about this material? What do I believe about this material? What do I know about this material?

   b) Reading paraphrastically: What is the most important passage in the material I have just read? How can I put it in my own words? What is the next most important passage? How can I put it in my own words?

   c) Reading dialectically: What question is the text responding to? How does the text address the question? What is the evidence? How does the text’s response to the question match with my own personal thinking and experience about Indigenous Issues and Activist Research? What are the implications for my project?

RESEARCH REPORTS (Weeks 4-8)

5 Preliminary Reports (3-4 pages minimum each): Students will be required to present preliminary oral and written reports of their work. For this purpose, students will be required to maintain two sets of field notes: (1) to collect data and information for the project and (2) to document and reflect on their research experiences.

When writing your preliminary report, you will have 2 sections clearly marked and separated:

Section 1 (1-2 pages): Provide information that you have collected at the organization through participant observation and reading of their materials.

Section 2 (2 pages): Make a reflection of your research experiences at the organizations USING the readings and materials from class. These reflections must include a note on activist research.
2) Class Absence

maximum points that can be obtained in the final grade (e.g. if 100 points is the maximum, then you will be deducted

1) In your final grade).

Failure to follow these guidelines will result in returning the work to you to be re-typed AND late work rules WILL apply. The reason why such strict guidelines exist is that the reports have to be consistent and uniform as they will be handed to the organizations and the Steans Center.

Please note: failure to follow these guidelines will result in returning the work to you to be re-typed AND late work rules WILL apply. The reason why such strict guidelines exist is that the reports have to be consistent and uniform as they will be handed to the organizations and the Steans Center.

COURSE POLICIES

TIME TO BE DEDICATED TO THE COURSE AND PROJECT

Each and every student will be expected to spend at least 4 hours a week on the project, outside of class time in order to fulfill these objectives. In addition, they will be expected to spend at least 4 hours each week, for 5 weeks in an organization.

Doing research with organizations is a serious commitment. The students who cannot dedicate time to the realization of this project and spend additional time preparing for class AND working with an organization are advised to not enroll in this class.

Attendance to all of the class meetings is mandatory as well as spending at least 4 hours per week in an organization. This is a collective project and it can only work if everybody gives his/her best effort in making it succeed. The class time might be dedicated to discussing appropriate readings, listening possible lectures by experts in the field, watching relevant videos, reporting on specific project tasks, organizing, and analyzing preliminary data. The work that you will do at the organization will be decided by the organization and the instructor.

ABSENCES

1) Class Absence # 1 DOES NOT have to be justified. Justifications, regardless of the source (e.g. doctor, court, school staff, coach, etc.) will not count towards absences #1. You will be marked absent and there is no way around it. Furthermore, absence #1 will bring a deduction of 5% of the maximum points that can be obtained in the final grade (e.g. if 100 points is the maximum, then you will be deducted 5 points in your final grade).

2) Class Absence # 2 HAS TO BE JUSTIFIED with a valid note and the following will apply:

- If the valid note is from a doctor or a court, the absence will bring a deduction in your participation grade PLUS a deduction in your FINAL grade of 10% of the maximum points that can be obtained (e.g. if 100 points is the maximum, then you will be deducted 10 points in your final grade).
other issues and questions. Again, this is to ensure the success of the project and yours. E-mail communication should be limited to urgent notifications and setting up appointments to see me. You will have to talk to me personally for all office hours. It will also give me the opportunity to get to know you and understand your work better.

I am accessible, I am not known for ever having bitten anybody, and I usually have chocolate in my office; so, please make the effort to come to my office hours. If you wait until it is too late, the instructor will not be able to help you, and you will have to suffer the consequences.

Concerns or doubts, you must talk to the instructor by coming to her office hours or setting up an appointment. If you wait until it is too late, the instructor will not be able to help you, and you will have to suffer the consequences.

Communication with the instructor is crucial for the success of the project and your academic success. As soon as you encounter problems, have concerns or doubts, you must talk to the instructor by coming to her office hours or setting up an appointment to see her. If you wait until it is too late, the instructor will not be able to help you, and you will have to suffer the consequences.

As you can see, this class demands a very serious commitment to not miss any class or hour of working with the organizations. If the student is having unforeseen complications (health, trauma, family problems, work problems, etc.) and cannot attend the class, s/he must consider dropping the class because the attendance policy will not be flexible.

CONFIDENTIALITY ISSUES

The students in the course are required to be trained in Human Subjects Research Protocol (it is absolutely mandatory) and to provide the instructor a copy a certificate during the second week of the course. In addition:

1) Students will follow the necessary precautions to ensure the confidentiality and anonymity of the participants in research notes and subsequent research reports. For example, pseudonyms will be used in all research material unless otherwise specified by the organizations and participants with previous consent.
2) All participants will be informed that the information provided by them will remain strictly confidential and will not be used for any other purpose than those outlined in the project.
3) The students will only share the primary data and information collected with the instructor of the course, the teaching assistant, the organization with which they work, and the Steans Center.

Students will take the training provided either by University of Minnesota, www.research.umn.edu/consent/, or at the University of Wisconsin http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/.

ACADEMIC INTEGRITY POLICY

Please refer to the Student Handbook and DePaul policies. I expect you to respect everybody else’s work and ideas. Plagiarism is a very serious activity that is punishable by law. Plagiarism and academic misconduct include: the appropriation of somebody else’s work or ideas; failure to indicate the source of borrowed words and ideas; falsification of other people’s work or ideas, cheating or receiving unauthorized help and assistance in assignments; submitting the same work in more than one course, unless is authorized by the instructor.

Any violation to academic integrity will be subject of report to the appropriate officials at DePaul. Violations will be penalized with full letter grade reductions depending on the severity and it could also result in failing the class. Violations include but are not limited to talking in class, disrupting the class, sleeping in class, plagiarism, showing disrespect, cheating. For the academic policy visit: http://studentaffairs.depaul.edu/handbook/code16.html

As a condition of your enrollment you are expected to understand and abide by the AIP.

If you are not sure how to avoid plagiarism please visit the web-site. It provides you with specific examples and available training on how to avoid plagiarism. You can also come to my office hours and I can give you some advice for your written assignments.

COMMUNICATION WITH THE INSTRUCTOR

Communication with the instructor is crucial for the success of the project and your academic success. As soon as you encounter problems, have concerns or doubts, you must talk to the instructor by coming to her office hours or setting up an appointment to see her. If you wait until it is too late, the instructor will not be able to help you, and you will have to suffer the consequences.

I am accessible, I am not known for ever having bitten anybody, and I usually have chocolate in my office; so, please make the effort to come to my office hours. It will also give me the opportunity to get to know you and understand your work better.

E-mail communication should be limited to urgent notifications and setting up appointments to see me. You will have to talk to me personally for all other issues and questions. Again, this is to ensure the success of the project and yours.
INSTRUCTOR: Dr. Sylvia Escárcega  
ROOM: 990 W. Fullerton, Suite 2402  
OFFICE HOURS: T-TH 2:00 – 3:00 p.m. & by appointment  
E-MAIL: sescarce@depaul.edu  
PHONE: (773) 325-4999

DESCRIPTION OF THE PROJECT
The students enrolled in this course will learn about using and applying anthropological skills, methods, and knowledge in international issues and the potential for intervening in international arenas for social justice. They will be exposed to the world of international advocacy, activist research, and participatory research.

We will conduct research on social investment practices among Mexican migrants who send collective remittances to Mexico. The research will benefit a project on this topic undertaken by Enlaces América, a Chicago-based non-governmental organization affiliated to Heartland Alliance for Human Needs and Human Rights working on strengthening social investment by Mexican hometown associations. The overall goal of the project, designed by this NGO, is to gain a better understanding of what motivates participants in hometown associations to make collective remittances in their communities of origin. What are they hoping to accomplish? Do they feel successful? What opportunities do they see? What barriers do they face? This information would serve as a baseline for cross-border work with these organizations to strengthen their capacity to be effective social investors in their communities.

IMPORTANCE OF THE PROJECT
Remittances sent by Mexicans in the US make up the second source of income in Mexico. As such, they have become a target of diverse and conflictive interests between many actors besides the migrants and their communities: the Mexican and USA governments, the World Bank, the International Monetary Fund, the Inter-American Development Bank, credit unions, private banks, among others. This has created an intensive debate on how to "better" capture the remittances and put them at work. However, often, the interests of the migrants are not taken into consideration, creating reasonable distrust among them. For this reason, it is imperative to help create the conditions by which Mexican migrants and hometown associations will be able to become successful and well-informed social investors. Only then, they will be able to participate effectively in the development of their own communities.

OBJECTIVES OF THE COURSE
The students will apply anthropological methods, skills, and knowledge in order to identify what motivates participants in Mexican hometown associations to make collective remittances in their communities of origin. Specifically, the students will:
1) design a survey with Enlaces América;
2) conduct interviews with members of one or two federations of Mexican hometown associations;
3) gather and assemble available information on collective investment practices among migrants that has been published in diverse mediums (academic studies, newspapers, web sites, et cetera);
4) analyze the data and produce a report to be given to Enlaces América;
5) learn and discuss the benefits and problems associated with using anthropological skills, methods, and knowledge in international activism and advocacy for social justice; and
6) learn and discuss the advantages of creating international and cross-border networks.

TIME TO BE DEDICATED TO THE COURSE AND PROJECT
Each and every student will be expected to spend at least 4 hours a week on the project, outside of class time, designing the survey, meeting with participants, making interviews, collecting information, doing research, and writing field notes. Please note that some of the interviews with migrants will be conducted in other locations than DePaul. You will be responsible for transportation to the interview site (unless, it is specified otherwise). Some or all of the interviews will have to be conducted on weekends and late afternoons because they have to be conducted during migrants’ free time. You cannot interrupt their job.

In addition, the student will spend time preparing for the class sessions every week as required by the syllabus. This includes reading relevant material for the course, preparing presentations, and writing reports.

Doing research with an organization is a serious commitment. The students who cannot dedicate at least 4 hours (during late afternoons and weekends) to the realization of the project and spend additional time preparing for class are advised to not enroll in this class.

Attendance to all of the class meetings is mandatory. This is a collective project and it can only work if everybody gives his/her best effort in making it succeed. The class time will be dedicated to discuss appropriate readings, lectures by experts in the field, train the students in anthropological methods, report on specific project tasks, organize, and analyze preliminary data.
ACADEMIC INTEGRITY POLICY

Any violation to academic integrity will be subject of report to the appropriate officials at DePaul. Violations will be penalized with full letter grade reductions depending on the severity and it could also result in failing the class. Violations include but are not limited to: talking in class, disrupting the class, sleeping in class, plagiarism, showing disrespect, cheating. For the academic policy visit:

CONFIDENTIALITY ISSUES

The students in the course are required to be trained in Human Subjects Research Protocol (it is absolutely mandatory) and to provide the instructor a copy a certificate during the first week of the course. In addition:

4) Students will follow the necessary precautions to ensure the confidentiality and anonymity of the participants in research notes and subsequent research reports. For example, pseudonyms will be used in all research material unless otherwise specified by the organizations and participants with previous consent.

5) All participants will be informed that the information provided by them will remain strictly confidential and will not be used for any other purpose than those outlined in the project.

6) An Informed Consent Form (in both English and Spanish) will be distributed among all participants in the project as well as they will be orally (in both English and Spanish) informed of the purposes of the project.

7) The raw primary data and information collected for the project will be given to Enlaces América for their full use. No DePaul student or researcher involved in this project will profit from the primary data and information collected for this project.

8) The students will only share the primary data and information collected with the instructor of the course, Enlaces América. At the end of the quarter, the instructor will destroy any raw data (research notes) collected by the students.

ASSIGMENTS AND GRADING CRITERIA

20% Reading presentations and written summaries
10% Class participation (includes attendance and participation in discussion)
   * Note: attendance to all class meetings is mandatory. If for an emergency you are unable to attend, you are responsible for notifying me right away and you will still be responsible for producing a written summary of the reading if it was assigned for that day(s)). One absence not justified will result in downgrading of a full letter grade.

20% Weekly set of field notes and progress reports on the project
   * Note: weekly work on the project is mandatory (at least 4 hours) and this needs to be documented with field notes, consent forms, attendance records.

20% Research report for Enlaces América and independent consultant

30% 15 page research paper to be discussed and approved with the instructor (the subject, of course, will deal with the project topic)

100% TOTAL

90-100% A
80-90% B
70-80% C
60-70% D
0-59% F

Late Work: The timeliness and full participation in the activities of the course is crucial. Your will be responsible not only for your own work, but also for the success of the overall project. Lat work will only be accepted for the next 3 days after the assignment date and it will result in a reduction of a full letter grade. You are responsible for notifying me of your work will be late.

Incompletes: There can be no incompletes given in this class for the nature of the project. If for any reason you are forced to miss several classes, you should consider not enrolling in this class.

RESEARCH REPORTS AND PAPERS

The students will be required to maintain two sets of field notes: one for documenting and reflecting their research experiences and another one to collect data and information for the project. Throughout the course, the students will be required to present preliminary oral and written reports of their work. At the end of the course, the students will present individual final research reports, in writing and orally, for Enlaces América and the independent consultant. The students will also write individual research papers in which they will include: 1) an analysis of the collective investment practices of migrants and the cultural contexts in which they occur; 2) the need of hometown associations for “technical assistance” in respect to such practices; 3) recommendations for future surveys and collection of data regarding such practices; and 4) a reflection on research strategies used in the project.

READINGS

The readings for the course will be divided among the students enrolled in the class to lighten the reading load. However, there will be some obligatory readings for everybody. Each student will be in charge of presenting the assigned readings and prepare a written summary for the entire class (even if the student misses class for any reason).

There will also be a course packet of selected readings. I will let you know where to get it as soon as it is arranged. In addition, some readings will be directly obtained from the web or the library.

There are two books available for purchase in the university bookstore:


Keck, Margaret E. and Kathryn Sikkink. 1998. Activists Beyond Borders

Ithaca, New York: Cornell University Press

ASSIGNMENTS AND GRADING CRITERIA

20% Reading presentations and written summaries
10% Class participation (includes attendance and participation in discussion)
   * Note: attendance to all class meetings is mandatory. If for an emergency you are unable to attend, you are responsible for notifying me right away and you will still be responsible for producing a written summary of the reading if it was assigned for that day(s)). One absence not justified will result in downgrading of a full letter grade.

20% Weekly set of field notes and progress reports on the project
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**COURSE SCHEDULE**

Please keep track of the course on blackboard every day.

**Week 1 (March 30-April 4)**

**Introduction to the Course**

<table>
<thead>
<tr>
<th>Class meetings</th>
<th>3/30</th>
<th>Introduction to the course and project</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>Guest: Howard Rosing from the Steans Center will talk about research-based service learning</td>
<td></td>
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<tr>
<td></td>
<td>Reading (All):</td>
<td></td>
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<tr>
<td></td>
<td>· Keck and Sikkink, Preface and Chapter 1: Introduction</td>
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</tbody>
</table>

**Assignments to be completed this week:**

1) Complete the on-line Human Subjects training at [www.research.umn.edu/consent](http://www.research.umn.edu/consent) or at [www.rsp.wisc.edu/humansubs/training/new/start.htm](http://www.rsp.wisc.edu/humansubs/training/new/start.htm)
2) Read the information contained in the web about Enlaces América: [http://www.enlacesamerica.org/](http://www.enlacesamerica.org/)

**Week 2 (April 5-11)**

**Designing and Doing Interviews, Writing Fieldnotes**

<table>
<thead>
<tr>
<th>Class meetings</th>
<th>4/6</th>
<th>Submit proof of completion of Human Subjects training to instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting with Victor Espinosa and Gonzalo Arroyo (Enlaces América)</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Readings (will be divided):</td>
<td></td>
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<tr>
<td></td>
<td>· Raleigh Yow</td>
<td></td>
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<tr>
<td></td>
<td>· Ives</td>
<td></td>
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<td></td>
<td>· Scheurich</td>
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<td></td>
<td>· Weiss</td>
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</tbody>
</table>

**Assignments to be completed this week:**

1) Presentation of assigned readings

**Week 3 (April 12-18)**

**Remittances and Hometown Associations**

<table>
<thead>
<tr>
<th>Class meetings</th>
<th>4/13</th>
<th>Readings (will be divided):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· Various articles that deal with remittances, their investment, and hometown associations in Chicago. The readings will be presented throughout the week.</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Continuation of presentations and discussion</td>
<td></td>
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<tr>
<td></td>
<td>Preparation of questionnaire and submission to Enlaces América</td>
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</tbody>
</table>

**Assignments to be completed this week:**

1) Presentation of assigned readings
2) Preparation of sample questionnaires
3) Web search for references

**Week 4 (April 19-25)**

**Transnationalism and Cross-Border Organizing**

<table>
<thead>
<tr>
<th>Class meetings</th>
<th>4/20</th>
<th>Refinement of questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings (will be divided):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Brooks and Fox Chapter 1</td>
<td></td>
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<td></td>
<td>· Gzesh Chapter 12</td>
<td></td>
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<tr>
<td></td>
<td>· Keck and Sikkink Chapter 2 and Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fox, article</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Guest: Adelard Blackman, Special Emissary of the Dene nation, Canada.</td>
<td></td>
</tr>
</tbody>
</table>
Assignments to be completed this week:
1) Questionnaires for interviews
2) Interviews with migrants of hometown associations from Michoacán
3) Presentation of assigned readings
4) Continuation of web search for references

Week 5 (April 26 – May 2)
Non-Governmental Organizations and Advocacy

Class meetings:
4/27 Reading (All): Fisher, Preface and Chapter 1
4/29 Finish questionnaire

Assignments to be completed this week:
1) Interviews with migrants of hometown associations from Michoacán
2) Assessment and re-design of questionnaires
3) Library search for references

Week 6 (May 3-9)
NGOs and their Impact on Development

Class meetings:
5/4 Readings (will be divided): Fisher Chapters 3-6
5/6 Mock interview

Assignments to be completed this week:
1) Interviews with migrants of hometown associations from Zacatecas
2) Presentation of assigned readings
3) Continuation of library search for references

Week 7 (May 10-16)
International Activism

Class meetings:
5/11 Readings: Keck and Sikkink Chapters 2-5
5/13 Continuation of readings above

Assignments to be completed this week:
1) Interviews with migrants of hometown associations from Zacatecas
2) Presentation of assigned readings

Week 8 (May 17-23)
Analysis of Data

Class meetings:
5/18 Organization of data and criteria for analysis
Reading (All): Raleigh Yow, Chapter 9
5/20 Analysis of data

Assignments to be completed this week:
1) Interviews with migrants of hometown associations from Zacatecas
2) Organization of data
3) Design of analysis

Week 9 (May 24-30)
Analysis of Data

Class Meetings:
5/25 Contextualizing the research
5/27 Analysis

Assignments to be completed this week:
1) Analysis of data
2) Design of report

Week 10 (May 31-June 4)
Final Presentations
Class meetings:
6/1     How to make presentations
6/3     Final Presentations

Assignments to be completed this week:
1) Presentation of Final Reports

ANT 328  International Applied Practice
Section 301

1) Fisher, Julie
1998
Non-Governments. NGOs and the Political Development of the Third World
Kumarian Press
ISBN 1-56549-074-6

2) Keck, Margaret E. and Kathryn Sikkink
1998
Activists Beyond Borders
Cornell University Press

READINGS (partial list)


Keck, Margaret E. and Kathryn Sikkink. 1998. Activists Beyond Borders
Ithaca, New York: Cornell University Press


Out from the Cold: Centralizing Day Laborers and Their Prospective Employers

WINTER 2005 SYLLABUS

Instructor: Dr. N. Ginger Hofman
Class: Monday, Wednesday and Friday: 2:20 - 3:20 pm
Office Hours: Monday and Wednesday 3:30 – 4:30 pm or by appointment
Office: Department of Anthropology
990 West Fullerton, Room 2311 (Deitzgen Building)
Phone: (773) 325-4783
E-mail: nhofman1@depaul.edu

Background of the applied practice project

In Chicago, day laborers usually congregate at particular times and at particular locations, usually on locally known street corners, where they negotiate jobs and wages with prospective employers. These men, mostly immigrants, wait in the early hours to offer a range of services, including construction, landscaping and other manual labor jobs. They often, although not always, work for well below the minimum wage, risking a variety of abuses, such as nonpayment, underpayment, on-the-job injuries, and work without a break.

Although congregating on public property is not illegal in the city of Chicago, day laborers waiting for work on locally known street corners have become a source of complaints from neighborhood residents and business owners. Their mere presence has conjured up stereotypical images of “street corner men,” public intoxication, unemployed drifting and illicit drug trade. Driven by their xenophobic attitudes towards immigrants in general, neighborhood residents have become more vocal about their complaints at Chicago Alternative Policing Strategy (CAPS) meetings and other community meetings.

In order to remedy their poor image and protect day laborers from becoming victim to labor exploitation, Latino Union of Chicago proposes to establish a day laborer center, in which prospective employers and employees can meet and negotiate the details of the job. In its effort to organize the day laborers and minimize the abuses suffered on the job, the Latino Union seeks to document opinions concerning the establishment of the center from day laborers, potential employers, neighborhood residents and business owners.

Introduction to the course and research objectives

The objective of this course is to expose students to community-based research by combining the specific research objectives identified by Latino Union of Chicago and the Wage Theft Tasks Force Program at Latino Union with the application of students’ research skills and anthropological analysis. Latino Union has played an active role in expressing its research needs and the desire to utilize student-produced research.
research for the benefit of the population it serves. The ultimate aim of the course-based research project is to merge experiential pedagogy with action research in order to empower the lives of day laborers and to work towards social change and justice.

Students enrolled in this course will collect data from three different constituencies: day laborers, potential employers, and neighborhood residents and business owners. They will also be exposed to the experience of applying anthropological skills and knowledge to a specific research project. The collected data will be analyzed in order to suggest how our client CBO can reach its goal of encouraging potential employers to obtain day laborers from the center and to improve neighborhood relations. In order to achieve these objectives, students will conduct research in three domains of inquiry: (i) documenting the experiences of day laborers in and around Chicago; (ii) collecting views about the establishment of the center from the day laborers themselves and from prospective employers; and (iii) collecting views about the establishment of the center from community residents and business owners.

The first domain involves collecting the personal narratives of day laborers. Aspiring to suggest how our client CBO can better promote its objectives, students will document the experiences of day laborers with Chicago-land employers by using participant observation and interviewing techniques. They will also engage study participants in questions about the establishment of the center and collect information about why some day laborers might be resistant to taking advantage of the center.

The second domain involves collecting the personal narratives and “profiles” of prospective employers who hire day laborers. Here again, students will document the experiences and views of study participants by using participant observation and interviewing techniques. They will once again engage study participants in questions about the establishment of the center and collect information about why nonpayment occurs in certain ethnic populations and not in others.

The third domain involves collecting personal narratives from community residents and business owners. Students will document the experiences of community residents and business owners, primarily through participant observation and, if needed, with interviews. Students will collect information by visiting community meetings and by walking around the neighborhood and talking to business owners and local residents. They will solicit general views about immigrants who are living, working and looking for work in the community.

**Course requirements**

The fieldwork component for this class is significant. Participation in a prearranged field-based research project, comprising a minimum of four hours of fieldwork per week, is required. The workload and time commitment for additional course work is between three to four hours per week and includes reading, preparation for class discussion, organization of fieldnotes and analysis.

The experience of using applied anthropological methods and analysis for a specific assignment and working with a client-defined research assignment is the main objective of this course. Consequently, the required reading is subject-specific. We begin by reading and discussing the scope of applied anthropological research and action research. Next, we will discuss the cultural themes related to our research objectives.

The research and writing requirements are similarly focused and intensive. Students will maintain a journal in which they document all of their research experiences. The journal will reflect students’ participant observation endeavors, interviews, personal experiences and hunches, and the beginnings of an analytic framework. Each student will share the contents of her journal with fellow class members.
Two writing assignments, developed from the journal, are due at the end of the quarter: (i) a group written research report presented to Latino Union; and (ii) an individually written research paper that is not shared with the organization.

The research report should address the specific research objectives outlined by the organization. It should focus on recommendations and ethnographic data analysis and suggest the ways in which the organization can document and disseminate its objectives in the future. The report should be written in non-academic language.

The research paper should follow an academic paper format and emphasize applied anthropological analysis. The paper should include a proposal that outlines the continuation of the research and the project. The proposal should detail the research needed in the second phase of this project (that is, the research questions and objectives that the next generation of ANT 322 students and our client CBO should focus on).

A course packet is available for purchase from the administrative assistant in the Anthropology Department.

Organization of class meetings and assignments

The main focus of class meetings is to brainstorm on students' fieldwork/research experiences, and to discuss and analyze the research findings and assigned readings. Since this is a hands-on, applied practice course, we will spend a considerable amount of time talking about an organization and the production of a research report. In order to get the most out of our meetings, students must come to class prepared to discuss the research project.

Grading scale and assignments

Assessment is based on the following:

Class participation and (1a) Human Subjects Training ......................................................... 10%
Public journal .................................................................................................................... 20%
Research report (group-based) ................................................................. 30%
Research paper and proposal (individual) ................................................................. 40%
Total .............................................................................................................................. 100%

1) Class participation: Your grade for this assignment is based on coming to class prepared to discuss the assigned readings and, more importantly, your fieldwork experiences. You will be asked to share your fieldwork experiences with your classmates.

1a) Human Subjects Training: Complete the National Institutes of Health (NIH) on-line Human Subjects Training session. Although this assignment will not be graded, it is required for this course. The on-line training module is found at: [http://cme.nci.nih.gov](http://cme.nci.nih.gov) and takes about one hour to complete. Choose “Proof of Completion” (certificate only, no continuing education credit) at the registration form site and print it out upon completion of the training. A printed copy of your certificate is due at the beginning of the second week of class (Monday, January 10th).
Note: You are not able to commence research prior to completing the human subjects training.

2) Public journal: Produce a weekly update of research findings and experiences in a journal format beginning at the end of the second week of class. The main focus of your journal is not on the page length (although you should produce at least 4 pages per week) but on the quality of the collected ethnographic material. Note that your research findings are shared with classmates, and therefore treated as public documents. I will consider the importance of the issues you raise in your journals and treat them as “works in progress.”

3) Research report: A group written research report (no more than fifty pages) will be prepared and presented to the site representative on the last day of class. The report should include ethnographic descriptions of the collected data and an analysis of the research objectives proposed by the Latino Union. The paper is due on Friday, March 11 at the time of the presentation.

4) Research paper: A research paper (no more than thirty pages) and a formal research presentation will be the final result of your research. A proposal outlining future research objectives should be included in the research paper. The proposal should focus on future research objectives of ANT 322 students and address how to best document and disseminate such objectives. The paper is due on Friday, March 11 at the time of the presentation and will be graded in terms of clarity, the value of the issues raised, and your ability to critically evaluate your findings.

The grading scale for this course is as follows:

A = 100 - 90%  B = 89 - 80%  C = 79 - 70%  D = 69 - 60%  F = <60%

Absences
Because this course is designed around client-based research, absences are not tolerated. In light of community-based research, students and clients have mutual responsibilities towards one another and the project. In order to uphold your responsibility, students are expected to act as professionals. This means that students must attend all class meetings as well as all meetings related to their field research. Not showing up for class or the meetings is not only disruptive and disrespectful towards fellow classmates, but to the client’s research agenda and the future goals of this course. Differently put, one absence will result in a decreased letter grade (e.g. from a “B” grade to a “C” grade). Please note that I will not make any exceptions on this matter. So, if you think that you will not be able to make it to class every time, or to your research site every week, think again: you might not be ready for this class right now.

Late work
Students who turn their written assignments in late will have their grades lowered by a full letter grade (e.g. from B to C).

ACADEMIC INTEGRITY POLICY

I would like to emphasize that plagiarism — that is, the appropriation of someone else’s work — on any assignment is punishable under the Academic Integrity Policy and could result in disciplinary actions by DePaul University officials. I reserve the right to fail students for plagiarizing. If you are not sure about how to avoid plagiarism or how to give proper credit to the sources used in your writing assignments be sure to consult the GWOPA handout. If you remain unsure, it is your responsibility to speak with me about it in person. Violations of academic integrity punishable under the Academic Integrity Policy include cheating, fabricating, falsifying and sabotaging research data. A full description of the sanctions is found in the description of the policy the in the Student Handbook or online at http://studentaffairs.depaul.edu/homehandbook.html.

Course schedule

Week 1 (January 3-7)

INTRODUCTION AND DISCUSSION OF RESEARCH OBJECTIVES

Guest: Jessica Aranda, executive director of Latino Union of Chicago
Read and prepare to discuss:
Huges, Ian. How to Keep a Research Diary. Action Research Electronic Reader:
Collection of newspaper articles and other public postings.
Week 2 (January 10-14)

APPLIED RESEARCH, ETHICS AND RESPONSIBILITY

Read and prepare to discuss:
Ervin, Alexander M. Ethics in Applied Research and Practice. In Ervin, Alexander M. 
Fluehr-Lobban, Carolyn. Informed Consent in Anthropological Research: We are not 
Exempt. In McDonald, James, editor. The Applied Anthropology Reader. Boston: Allyn and 
Bacon, 2002.

* Proof of completing the on-line HS training session due Monday, January, 10th

* First public journal due on Friday, January 14th

Note: Please bring one copy of your public journal to class and e-mail an electronic copy of your work to me: nhofman1@depaul.edu Keep your public journal and all your field notes in one (1) file and e-mail the same file to me weekly. You should insert your name and page number in the upper right corner (just like this document) and separate week 2, 3 etc. with a page break. Please title the beginning of the notes like this: “Week 2,” etc.

Week 3 (January 17-22)
Theory and practice
Read and prepare to discuss:
Nolan, Riall W. Anthropological Practice. In Nolan, Riall W. Anthropology in Practice: 
Gwenn, Margaret A. Method and Theory in Applied Cultural Anthropology. In 

* SECOND PUBLIC JOURNAL DUE ON FRIDAY, JANUARY 21

Week 4 (January 24-28)
Methodology and practice: action and participatory action research
Read and prepare to discuss:
Brydon-Miller, Mary. Education, Research, and Action: Theory and Methods of Participatory Action Research. In Tolman Deborah L. and Mary 
Brydon-Miller, editors. 
Brettell, Caroline. Theorizing Migration in Anthropology: The Social Construction of 
Networks, Identities, Communities, and Globalscapes. In Brettell Caroline B. and James F. Hollifield, editors. Migration Theory: Talking 

* Third public journal due on Friday, January 28

Week 5 (January 31-February 4)
The lives of day laborers in the academic context (1)
Read and prepare to discuss:
Walter, Nicolas, Philippe Bourgois, Margarita Loinazn and Dean Schillinger. Social 
2002.
Peek, Jamie and Nikolas Theodore. Contingent Chicago: Restructuring the Spaces of 

* FORTH PUBLIC JOURNAL DUE ON FRIDAY, FEBRUARY 4

Week 6 (February 7-11)
The lives of day laborers in the academic context (2)
Read and prepare to discuss:
Gordon, Jennifer. We Make the Road by Walking: Immigrant Workers, the Workplace 

* Fifth public journal due on Friday, February 11

Week 7 (February 14-18)
Regional examples
Guest: Nik Theodore.
Read and prepare to discuss:
Week 8 (February 21-25)
Report summary examples (1)
Read and prepare to discuss:
* Seventh public journal due on Friday, February 25

Week 9 (February 28- March 4)
Report summary examples (2)
Read and prepare to discuss:
* EIGHTH PUBLIC JOURNAL DUE ON WEDNESDAY, MARCH 4

Week 10 (March 7-11)
* Student presentations on Friday March 11
Note: Because Latino Union and the wider academic community at Depaul and the general public will join us for the presentations, our class meeting will be extended from 2:30 - 5 pm. We will not have class on Monday or Wednesday, but I will meet with students individually that week.
* Research report presented to Latino Union on Friday, March 11
* Research paper due the same day

Note: Please bring three copies of your research report and research paper to class (one for the site representative, one for future generations of ANT 322 students to look at and one for me to grade) and e-mail an electronic copy to me: nhofman1@depaul.edu

Names, Numbers and Web-sites:

Latino Union of Chicago
1619 West 19th Street, Chicago, Illinois 312.491.9044
Contact: Jessica Aranda:
jessicaaranda@sbcglobal.net

Action Research Electronic Reader:

National Day Laborer Organizing Network:
http://www.ndlon.org

Illinois Coalition for Immigrant and Refugee Rights:
http://www.icirr.org

National Immigration forum:
http://www.immigrationforum.org

Federation for American Immigration Reform:
http://207.188.212.158/Media/MediaList.cfm?c=39
Organizations that fund community based research

- Aspen Institute's Nonprofit Sector Research Fund: [http://www.nonprofitresearch.org/index.htm](http://www.nonprofitresearch.org/index.htm)
- Livestrong Lance Armstrong Foundation (cancer survivorship related): [http://www.livestrong.org/atf/cf/%7BFB6FFD43-0E4C-4414-8B37-0D001EFBDC49%7D/Research%20Grant%20ProgramRFP.pdf](http://www.livestrong.org/atf/cf/%7BFB6FFD43-0E4C-4414-8B37-0D001EFBDC49%7D/Research%20Grant%20ProgramRFP.pdf)
  The NIH offers grants, cooperative agreements, and contracts to people outside the NIH to accomplish its goals. Grant terms range from one to five years and are largely rewarded to health related research and research training projects. The NIH has multiple sub-organizations with available funding such as NIEHS and NIMH.
- Centers for Disease Control and Prevention (CDC), [http://www.cdc.gov/](http://www.cdc.gov/)
  CDC offers funding through various sub-organizations such as NIOSH.
- National Institute for Occupational Safety and Health (NIOSH), [http://www.cdc.gov/niosh/oep/](http://www.cdc.gov/niosh/oep/)
  NIOSH seeks to prevent illness, injuries, and deaths caused by hazards on the job. Research that would complement the Institute’s goals is eligible for funding.
  The mission of the Agency for Healthcare Research and Quality (AHRQ) is to improve the quality, safety, efficiency, and effectiveness of health care for all Americans
- Centers for Disease Control and Prevention – Division of Diabetes Translation (CDC): [http://www.cdc.gov](http://www.cdc.gov)
  The ADA’s projects cover areas like genetics, islet cell biology, immunology, diabetes education and behavioral research.
-Indian Health Service (HIS): [http://www.ihs.gov/](http://www.ihs.gov/)
-Center for Mental Health Services (CMHS): [http://www.mentalhealth.samhsa.gov/](http://www.mentalhealth.samhsa.gov/)
-Centers for Disease Control and Prevention, through cooperative agreements with Association of American Medical Colleges (AAMC)
-Association of Schools of Public Health (ASPH)
-Association of Teachers of Preventive Medicine (ATPM): [http://www.cde-caffunding.org/start.htm](http://www.cde-caffunding.org/start.htm)
-National Center for Chronic Disease Prevention and Health Promotion
-1) 510-987-984 3) 888-313-2277
-The California Endowment: [http://www.calendow.org](http://www.calendow.org)
-Center for the Advancement of Health Disparities Research (CAHDR): [http://www.son.washington.edu/centers/hdc/](http://www.son.washington.edu/centers/hdc/)
-Motorola Foundation: [http://www.motorola.com/MotorolaFoundation/](http://www.motorola.com/MotorolaFoundation/)
-Northwest Health Foundation: [http://www.nwhf.org](http://www.nwhf.org)
-Pfizer Faculty Scholar Award in Public Health: [http://www.promisingminds.com](http://www.promisingminds.com)
-Traineeships in AIDS Prevention Studies (TAPS) Program is funded by Center for AIDS Prevention Studies (CAPS); University of California, San Francisco (UCSF); AIDS Research Institute (ARI): [http://www.caps.ucsf.edu](http://www.caps.ucsf.edu)
-Center for AIDS Prevention Studies (CAPS); University of California, San Francisco (UCSF); AIDS Research Institute (ARI): [http://www.caps.ucsf.edu](http://www.caps.ucsf.edu)
-VHA Health Foundation: [vhahealthfoundation@vha.com](mailto:vhahealthfoundation@vha.com)
-Wachovia Foundation: [http://www.wachovia.com/inside/page/0+139_414_430,00.html](http://www.wachovia.com/inside/page/0+139_414_430,00.html)
Additional Sources for Publishing Community-based Research

Academic Exchange Extra
Academic Exchange Quarterly
Action Research
Active Learning in Higher Education
American Behavioral Scientist
American Journal of Community Psychology
American Journal of Health Promotion
American Journal of Preventive Medicine
American Journal of Public Health
American Psychologist
American Sociologist
Annals of Family Medicine
Annual Review of Public Health
Change
Children, Youth and Environments
Citizenship Studies
Clinical Sociology Review
Community Development Journal
Community, Work & Family
Convergence
Education, Citizenship, and Social Justice
Electronic Magazine of Multicultural Education
Environmental Health Perspectives
Equity & Excellence in Education
Evaluation and Program Planning
Field Methods
Florida Journal of Service Learning in Education Gateways: International Journal of Community Research and Engagement
Global Public Health
Health Education & Behavior - special issue on topic
Health Education Quarterly
Health Education Research
Health Promotion Practice
Health Psychology
Human Organization
International Quarterly of Community Health Education
International Journal of Health Services
International Journal for the Scholarship of Teaching & Learning
International Journal of Teaching and Learning in Higher Education
International Sociology
International Studies Perspectives
Journal for Civic Commitment
Journal of Applied Behavioral Science
Journal of Community Practice
Journal of Community Work and Development
Journal of Democracy
Journal of Educational Controversy
Journal of Excellence in College Teaching
Journal of General Internal Medicine - special issue on topic
Journal of Health Communication
Journal of Health Disparities Research and Practice
Journal of Higher Education Outreach and Engagement
Journal of Innovative Higher Education
Journal of Interprofessional Care
Journal of Mixed Methods Research
Journal of Public Health Management and Practice
Journal of Public Health Policy
Journal of Social Issues
Journal of Urban Affairs
Journal of Urban Health
Journal of Women’s Health and Gender-Based Medicine
Journal of Youth Development - Bridging Research and Practice
Milbank Quarterly
National Civic Review
New Solutions: A Journal of Environmental and Occupational Health Policy
Nonprofit and Voluntary Sector Quarterly
Progress in Community Health Partnerships: Research, Education, and Action
Public Health Reports
Social Justice
Social Medicine
Social Problems
Social Science and Medicine
Sociological Imagination
Teaching Sociology
Michigan Journal of Community Service Learning
Universities and Community Schools
Urban Review
Women’s Health & Urban Life Journal
Voluntas
Youth & Society
Bibliography: Community-based Research and Service-Learning


Cornwall, A., and Jewkes, R. “What is Participatory Research?” *Social Science in Medicine, 1995, 41*, 1667-1676.


Reardon, Kenneth. “Participatory Action Research as Service Learning.” *NewDirections for Teaching & Learning, 73*: 58-64. 1998.


