

Research Methods for Community Change, ONT 105
Pitzer in Ontario, Fall 2016
Professor Tessa Hicks Peterson

Class times: Tuesdays and Thursdays, 10:00am – 12:30pm
Class location: Pitzer College Grove House/ Outdoor Classroom, and CASA, Ontario
Office hours: Tuesdays 12:30-2:30pm & by appointment
Contact: tessa_hicks_peterson@pitzer.edu (office): (909) 607- 3061

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“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together...”

-- Lila Watson, Australian Aboriginal woman

Course Purpose:

Research Methods for Community Change incorporates the study of diverse approaches of qualitative inquiry (i.e., ethnography, participatory action, project-based research) along with theoretical frameworks around community development and social change through a research practicum with a community change partnerships in Ontario. This class is centered around the intensive research internship and community immersion experience (150-hour commitment over the course of the semester) with grassroots organizations addressing a variety of issues in Ontario such as immigration, education, voter mobilization, environmental justice, health and wellbeing, and labor rights. Fully executed project-based and community-based action research done through course and in collaboration with community partners aims to directly inform community development and policy reforms currently underway through multiple partnerships in Ontario.

The course will explore the praxis of community-building and social change through interdisciplinary scholarship, in-class dialogues, critical reflection, interactive activities, fieldtrips, and community engagement. Through experiential learning (on-going participation in community-campus partnerships), students will engage in applications of community-based action research and community-building and thusly will become aware of local knowledge, assets, challenges, and community organizing projects. Examining literature on activist scholarship, this course will explore the complex intersections of charity, service, social justice, and community engagement practices as well as examine the underpinnings (current debates, ethical dilemmas, and theoretical approaches) of applied research. As such, students will investigate the roles and responsibilities of community engagement and the politics and history of conducting research in and with marginalized communities. Ethics will be rigorously explored and practiced in a weekly community engagement practicum, including how to negotiate issues of responsibility, respect, and reciprocity as they relate to collaborative projects and research. As a result of the course, students should gain a greater understanding of the principal concepts of social responsibility praxis and intercultural understanding, as articulated in the course’s stated learning outcomes.

“Teachers open the door. You enter by yourself”

- Unknown

Student Learning Outcomes

Through course readings, films, lectures, individual and group exercises, and the internship partnership, students will achieve myriad student learning outcomes:

1. From the standpoint of their own and multiple cultural perspectives students will be able to identify and describe social (in)justice issues in the local community, such as environmental injustice, unequal quality of education, poor mental and physical health conditions and services and their root causes (e.g., structural, political, social, economic, and/or environmental conditions) that have resulted in the need for community engagement.
2. Students will be able to engage with diverse groups of people through their 150-hour cultural immersion/ community engagement internship in the community, developing common ground for interactions with those from other cultures while recognizing cultural and individual differences in interaction and communication and demonstrating the highest standards of professional and ethical conduct.
3. Students will be able to design and utilize strategies that attempt to address social justice/social responsibility issues through community engagement activities, such as community organizing, community gardening, and community-based educational workshops on issues such as mental health, education reform, immigration reform, etc.
4. Students, in collaboration with community members, will be able to identify and describe different global and local manifestations of culture and discern cultural complexities, such as specific community assets and needs in the neighborhoods and partnerships related to their internships.
5. Students will be able to identify, describe, and critically analyze the benefits and potential pitfalls of community-campus partnerships through text, class discussions and reflections with community partners.
6. Students will be able to describe how their community engagement alongside critical analysis of their own cultural norms, biases and assumptions, inform their understanding/ worldview of social (in)justice issues and their awareness of power, privilege, and positionality and how this impacts their own life circumstances and those of people locally and globally.
7. Students will develop a working knowledge of the theory and principles of qualitative research and community change, as well as concrete research skills, such as how to conduct interviews, observations, and data analysis.
8. Students will examine the roles, responsibilities, and ethics of an applied researcher and community intern and the politics and history of doing research and engagement in marginalized communities.

Course Community Partners

Topic: Public Health/Social Determinants of Health

Partners for Better Health (PBH) is a not-for-profit 501(c)(3) public benefit corporation which works directly with existing agencies and community members to develop appropriate health services that meet both the health needs and preferences of local people through services and access solutions. In Ontario specifically, PBH has been a part of launching the Healthy Ontario Initiative through a HEAL Zone Grant that the city received. By working with various facets of the community, this initiative aims to reduce obesity in Ontario, improve access to healthy food options in schools and markets, and collect data on community health.

Previously, students have been involved in The Zumba Project, providing access to zumba exercise classes for youth and adults. However, there may also be opportunities to perform asset mapping or other new projects to benefit PBH.

Contact: Evette de Luca (evette.deluca@gmail.com)

The Community Health Promotoras Network is a statewide network of Spanish-speaking Community Health Workers which aims to improve the quality of care received by Latinxs in California. Promotoras are knowledgeable about and sensitive to the practical and cultural realities that increase health risks for Latinxs, and they are also aware of the health system barriers that limit access to preventive services. They use personal contacts, trust, and respect to address sensitive topics, counter misinformation, and advocate for quality healthcare. They serve as cultural, linguistic, and socioeconomic allies to individual members of the community and they have firsthand knowledge about community needs and resources.

This is not a formal partner of PIO, but a project we hope to become more involved in through the help of Lourdes Arguelles. A student intern, preferably from Huerta, could be placed with this project to chronicle its work, attend meetings, and conduct relevant research.

Contact: Lourdes Arguelles (idyllcuban@aol.com)

Topic: Food Justice/Urban Farming

Huerta Del Valle (HDV) Community Garden in Ontario is a food justice project focused on providing healthy and affordable produce to the community. Through its collaboration with Pitzer College, the City of Ontario, and other health-focused organizations, Huerta aims to create substantial change in environmental policies and health practices at the local level.

Huerta provides students with internship opportunities in community organizing, outreach and promotion, urban farming, support and maintenance of community plots, event planning and coordination, documentation, childcare, and story-gathering. Basic Spanish conversational skills preferred.

Contact: Arthur Levine (artmaxlev@gmail.com) and Maria Alonso

(mariaalonso1223@gmail.com)

Topic: Transportation Justice/Urban Planning

The Ontario Wheelhouse is a bicycle cooperative that promotes bicycling within the City of Ontario and its neighboring communities. During peak season, The Wheelhouse serves over 100 people per month and maintains several programs throughout the year. Some of these services include a build-a-bike program, bike safety, and maintenance education. The Wheelhouse offers an educational, safe and substance free workspace for cyclist from all rides of life to learn to use, service, and love bicycles.

Unfortunately, the program has been on hiatus this past year, so interns should focus on chronicling what is happening and helping the Wheelhouse reestablish itself. Basic Spanish conversational skills and bicycle mechanic experience preferred.

Contact: Cade Maldonado (cade_maldonado2@pitzer.edu)

Topic: Education/Youth Organizing/Voter Engagement

Inland Congregations United for Change (ICUC) works with congregations, schools, and neighborhood institutions in San Bernardino and Riverside County to bring people together around the goals of strengthening families and communities. ICUC is an affiliate of PICO National Network and PICO California, the largest grassroots effort in California. They have worked diligently to pass several ballot initiatives, such as Prop 30: The Schools and Local Public Safety Protection Act, which increased taxes for public school funding and countered budget cuts, and Prop 47: The Safe Neighborhoods and Schools Act, which recategorized nonviolent offenses as misdemeanors, rather than felonies.

ICUC interns work closely with high school youth leaders and other community members on campaigns combatting structural factors that negatively affect low-income, people of color and

immigrant communities. These have included education/elimination of zero-tolerance policies, voter registration, transportation, and food justice. This semester ICUC will be heavily involved with voter engagement, so students should be prepared to canvass, phone bank, and organize. Contact: Livvy Feeney ofeeney@students.pitzer.edu, Rocio Ruiz-Chen (909-648-0123, rocio@icucpico.org), and/or Tom Dolan (tom@icucpico.org)

Topic: Immigrant Justice, Youth and Adult

The Inland Coalition for Immigrant Justice is a pro-immigrant rights coalition advocating for just and humane immigration reform and respect. The members of this coalition include over 30 grassroots, community, faith-based, legal service, policy, and worker's rights organizations. The group has been involved in major victories which have limited cooperation between ICE and local law enforcement, supported immigrant youth in their fight for DACA, and broadened access to drivers' licenses and healthcare for immigrants. Their mission is to unite organizations to collectively advocate and work to improve the lives of immigrant communities and fight for a just and fair immigration system.

Inland Empire Immigrant Youth Coalition is an undocumented youth-led grassroots organization in the IE, committed to creating a safe space for immigrant youth, regardless of legal status, sexuality, or other intersections that are crucial to the undocumented identity. They aim to achieve equal access to higher education and justice for immigrant communities by empowering those who are most affected.

Together, these organizations work on campaigns such as Free the People, Stop the Pol(ICE), The California TRUST Act, and an Undocuqueer Book Project. Previously, Pitzer students have conducted research on young people's experiences with DACA. This work may be continued, or students can explore new projects in collaboration with these organizations.

Contact: Mitzie Perez (mitzie.ieiyc@gmail.com, 909-702-9297) and Javier Hernandez (javier@ic4ij.org)

Topic: Anti-Incarceration/Anti-Discrimination for Housing and Employment

IE Fair Chance Coalition/RAOUON (Riverside All of Us or None) is a grassroots civil and human rights organization fighting for the rights of formerly and currently incarcerated people and families. Their goal is to strengthen the voices of people most affected by mass incarceration and the growth of the prison industrial complex. The Riverside Chapter operates under the umbrella of Starting Over Inc., a housing complex for formerly incarcerated people, and is led by a core team of organizers, 75% of whom are formerly incarcerated. RAOUON is also a member of The IE Fair Chance Coalition, which is a collaboration of various congregations, universities, and civil rights organizations all aiming to ensure that people with criminal convictions have a fair chance to gain employment, housing, and the support they need to thrive.

Some of the work these groups do include the "Ban the Box" Campaign, which calls for the elimination of the questions about past convictions on initial public employment applications, working to stop jail expansion in Riverside, becoming a part of statewide campaigns to end the practice of mass incarceration, and redefining "crime free housing" so that eligibility is not based on past mistakes, but current behaviors. Students interning with this collective would be focused on researching and documenting the local Fair Chance Hiring campaign. Findings have the chance of becoming part of a project being done by The Formerly-Incarcerated and Convicted Peoples' and Families' Movement, a group made up of families and communities who have been directly impacted by the prison industrial complex.

Contact: Jen Tilton (tilton.jennifer@gmail.com)

Course Assignments

The following assignments are designed to guide learning throughout this course:

1. Active Participation

Participation and co-learning are important concepts in community-based research, thus it is necessary that you attend and actively participate in class. The sharing, exchanging, and appreciation of people's ideas and experiences are part of the process that builds critical thinking skills. Since a significant part of the class will be interactive (as opposed to one-way lectures), class engagement must include active, contemplative listening and proactive but mindful verbal engagement. Class will be held Thursdays at CASA, covering theories of community development and community-based research and on Tuesday students will meet on campus (at the Grove house) to debrief internships with the Community Fellows; sometimes you will use this as the day for fieldtrips or other class-related events or exchange the Tuesday class hours for an event another day that week. You are expected to attend all class sessions or scheduled events. If you cannot attend a class session due to extenuating circumstances, please communicate with me prior to the missed session. You are also expected to read and reflect on all of the assigned readings prior to class on Thursday and to develop relevant discussion questions. Each student will be required to come to each class with at least one discussion question per reading, inspired by your analysis of the readings. These questions will be used as prompts at the start of each class for our collective review of the readings. Also, it is our aim to create a community feeling in the class, space, and Ontario program; please take care of each other like family and CASA like it was your own house (or better!) Cleaning the space each week is a critical part of this. Lastly, please **no** lap tops or phones out during class time.

2. Interaction with the community

The purpose of the course is to explore ways to participate with communities in community development and research aims. Field notes are a venue for you to react to and integrate your thoughts and ideas related to your experience in the community. Your field notes should include your observations at your internship site, reflections of the social issues present and summary of your research progress there, as well as reflections on your role as researcher (including critical or challenging events, questions, feelings, etc.). The format and length of your field notes is not important; the content of your notes, however, is crucial. Field notes should critically analyze course materials and experiences. Please write them after each site visit and bring them to class where they will be sporadically reviewed by the professor. There is no length requirement, but field notes should be kept regularly and crafted thoughtfully; they will be submitted in their raw form in your final paper. Please also keep up the program logs regarding hours and transportation.

3. Written Assignments

In addition to weekly readings, you will be required to complete a number of short written assignments throughout the semester. These assignments are designed to help you develop an understanding about community change in Ontario and key elements of your research project. There will be an autobiographical essay, IRB training, coding/analyzing themes that emerge from the data through the preparation of an integrative memo (which will serve as a first draft of the analysis section of your research paper), writing to an elected official, and the final paper itself. It is expected that you will complete and submit assignments online to the "assignments" section of Sakai the day of the assigned class session. *Grades for written assignments will be deducted ½ point for each day they are turned in late and are due on the day they are listed on the syllabus.* Below are instructions for each written assignment, with correlating due dates:

A. Research Autobiography

During the first weeks of class, you will write a 4 page research autobiography focusing on who you are and how your positionality, perspective, and past impact your work in terms of social change. What life experiences have shaped your values? What role did race, place, culture, gender, sexual orientation, socioeconomic status, religion, and family position have in shaping those values? What are your research interests? What motivates you to research these areas? What life experiences might bias your perspectives about the research participants or social phenomenon you engage this semester? Bring a hard copy of your paper to class on the day it is due, 9.15.

B. Research Ethics Exercise/IRB application

Go to the following website and take the online training on research ethics: <http://phrp.nihtraining.com/users/register.php?submit=Register>. The training takes between 1-3 hours and can be stopped mid-session if necessary. Make sure to upload to Sakai the final certificate to show you have completed the training. You will also explore an IRB application in conjunction with program staff and/or professors. **Due 10/27**

C. Socio-Political Context and Link—Letter Writing to an Elected Official

To locate the socio-political context that has led to the issue you are researching and engaged with in the local community, you will investigate what larger structural and systemic issues have created the context and condition for the community issue, as well as the related legislative policies that either support or negatively impact this issue. You will develop your research into a two-page letter to an elected official advocating for policy reform related to your issue. There are two events to prepare you for this (10. 8 and 11.11—details about these are listed in the schedule below); **The final letter to an elected official is due 11.17.**

D. Data coding and thematic analysis

Based on transcriptions of your interviews and focus groups, your fieldnotes, documentation from your community partner and literature review, you will code and analyze your data. You will create a list of codes (thematic areas) that develop in the coding process and an integrative memo that begins to analyze the significance of each theme. **Due 12/1-8**

E. Final Research Paper

Your final product for this class will be a 15-25 paper (double-spaced) analyzing/synthesizing all of the information you gather throughout the semester. This will be based on your field notes that describe your participation at the site and a number of formal in-depth interviews and in some cases a focus group, photo voice project, or map. Your paper must thoroughly describe the semester's work, including how you collaborated on the purpose and need for the research, the ethics and positionality of yourself as researcher, the relationship negotiated with community, your theoretical framework for analysis, a description of methods and methodology, a literature review, critical interpretations and analysis of the data, illustrations of actions, outcomes, and results that emerged from your research, concluding remarks, recommendations and critiques, a bibliography, and an appendix (including your raw data/field notes) and a 4-page executive summary for community partners. Papers must be submitted electronically via Sakai as well as in hard copy to my office. At the close of the semester you will present the findings of your fieldwork to your fellow PIO students, site supervisors, and other interested Pitzer and local community members through a formal presentation. **Both final paper and final presentation due 12/16**

EVALUATION PLAN:

In-class participation, facilitation & discussion based on reading	10%
Written Assignments: 4 total (10% each)	40%
Internship Engagement: hours, achievements, fieldnotes & site's feedback	20%
Final Research Paper and Final Presentation	30%
<i>Total grade</i>	<i>100%</i>

REQUIRED READINGS

All research articles are available for download on Sakai under Resources.

EXPECTATIONS

Generous Reading/Generous Listening

While critical thinking, reading, and discussion involve exercising skepticism, useful and constructive ways of thinking, talking and reading also call for a spirit of generosity. When we practice “generous” reading and listening we look for the contributions and possibilities for learning and growth a piece of writing or comment can offer. Students are often told to be “critical” thinkers and readers; this is important, yet it does not mean that in order to be “critical,” you should simply “rush to criticize.” Instead, take a moment to ask yourself, “What new ideas or experiences does this reading bring into my life? How can another students’ comment help me think and grow in new ways? Whether or not I agree with its argument, how can this author’s work help me sharpen my own thinking, writing, and argumentation?” Of course, along with practicing generous reading and listening, assess the contribution honestly and thoughtfully. The main idea is this: you will not really like or really agree with everything you read or hear in this or any course; instead of having a knee-jerk reaction, or shutting down by refusing to engage, practice searching for the “kernel of truth” or discovering how the reading contributes to your thinking, discussion, and writing. Let us be both skeptical and generous.

Academic Integrity

Academic dishonesty will not be tolerated. In accordance with the College’s Code of Student Conduct as stated in the *Pitzer College Student Handbook*, work produced through academic misconduct (e.g., plagiarism, cheating, etc.) will be dealt with according to the academic integrity guidelines. Students who violate the standards of academic integrity are subject to disciplinary sanctions.

Accommodations

If you require accommodations due to a documented disability, please come see me during office hours the first week of class to discuss your needs. Your right to accommodations will be kept confidential. To request academic accommodations, contact Associate Dean of Students Jill Hawthorne at jill_hawthorne@pitzer.edu or at (909) 607-3553.

Community Events

Several events outside of class will be required; some are already included in the syllabus but expect to attend others—we will provide dates and logistical plans as soon as possible. Attendance at these events is required and if not occurring during class times, can count towards your overall community engagement hours.

CLASS SCHEDULE

Week 1: Course Overview, Community Introductions

8/30: Orientation with Partners (Grove house, outdoor classroom)

9/1: Introductions, Syllabus Review, Icebreakers, Observations, Discuss readings.

Readings:

Sandy & Arguelles, Fusing Horizons pp. 21-29

Week 2: Self-Awareness and Community Engagement/ Research

9.6: CEC orientation instead of class

9.8: Interactive Activities and Reading Discussion.

Readings:

Peterson, Student Development and Social Justice, Chapter 3

Vaccaro, Racial identity and service-learning

Bourke, Positionality: Reflecting on the Research Process.

<i>CEC Orientations @ GSCMPR</i>	<i>September 9</i>	<i>September 10</i>	<i>September 13</i>
<i>Intro (New students)</i>	9-12	9-12	3-6
<i>Advanced (Returning)</i>	1-3	1-3	7-9

Week 3: Approaches to Research

9.13 Community Immersion Experience in Ontario

9.15 Introduction to Qualitative research approaches

Readings:

1. Stoecker, Research Methods for Community Change, Chapter 1

2. Creswell, Qualitative Inquiry and Research Design pgs. 53-7

3. Hesse-Biber & Leavy, Chapter 2 “Approaches to Qualitative Research” pp. 15-28.

4. Emerson, Writing Ethnographic Fieldnotes, Chapters 1

Due: Research Autobiography

Week 4 Project-based Research in a Community Development Context

9.20 Reflect on and organize around internships with Fellows

9.22 Continue introduction to research methods and approaches

Readings

1. Stoecker, Research Methods for Community Change, Chapter 2 and 3

2. Emerson, Writing Ethnographic Fieldnotes, Chapters 2

Due: Bring in First Set of Field Notes

Week 5: Community Engagement and Social Justice

9.27 Reflect on and organize around internships with Fellows

9.29 Activities and Discussion

Readings

1. Peterson, Student Development and Social Justice, chapter 2

Week 6: Community Engagement and Social Justice continued

10.4 CLASS HELD TODAY INSTEAD

10.6 ONT 101 BORDER TRIP

Readings

1. Kottler, J. (2001) “Bringing the Mystery Back Home.” Psychotherapy Networker.

2. Powers, W. (2009) “Future Zarahs” The Sun Magazine.

3. Kivel, "Social Service or Social Change?" in INCITE! Women of Color Against Violence, (Eds) The Revolution will not be funded: Beyond the Non-profit Industrial Complex
4. Rasmussen, "Cease to do Evil, Learn to do Good" in Bowers (Ed) Rethinking Friere
5. We are Everywhere, ed. Notes from Nowhere, selected pages

Debating for Democracy (D4D): On the Road

Project Pericles and Consultants from FrameWorks Institute

Saturday, October 8, 10am-4pm – Pitzer College (instead of Tuesday session, Oct 4 & 11)

Learn how to advance issues you are passionate about through a strategic communication approach ("framing") in order to present solutions on important social concerns including education reform, immigration reform, and climate change, in a way that the public can understand. Skills from the workshop are readily transferable to a wide variety of pressing economic, political, and social problems.

Week 7: Collaboration: Doing Research With, Not On or For the Community

10.11 D4D on the Road instead of class; Set up your interview dates

10.13 Activities and Discussion

Readings:

1. Lipsitz, American Studies as Accompaniment.
2. Phillips. 2015. "Co-Conspiracy."
3. Jones, from Good to Ghetto
4. Ward, Community-centered service-learning: Moving from doing for to doing with.

Bring in ALL Field Notes

Week 8: Continued: Doing Research With, Not On or For the Community

10.18 Fall Break

10.20 Activities and Discussion

Readings:

1. Tellez, Doing Research at the Borderlands
2. hooks, Teaching to Transgress, pp. 59-75
3. Lather, Research as Praxis, pp. 257-277
4. Stoecker, Chapter 4

Week 9: Interviewing

10.25 Switch days: Class with Tessa (at Pitzer)

10.27 Switch days: Class with Fellows (at CASA)

Readings:

1. Hesse-Biber & Leavy, Chapters 5 "In-Depth Interview" pp. 93-126.
2. Interview guideline example
3. Collins, "When Sex Work isn't 'Work'" pp. 115-139.
4. Stoecker, Chapter 5

In class: Create Interview Guide

Week 10: Power/Ethics in Applied Qualitative Research

11.1 Reflect on and organize around internships with Fellows

11.3 Activities and Discussion

Readings:

1. Reissman, Exporting Ethics
2. Goffman, Alice, excerpt from *On the Run*. 2014.
3. Teaching from the Storm <http://cte.rice.edu/blogarchive/2015/07/16/teachingthestorm>

4. Muñiz, Ana, 2015 “We don’t need no gang injunction! We just out here tryin’ to function!” *Police, Power, and the Production of Racial Boundaries*.

4. Hesse-Biber & Leavy, Chapter 4, “The Ethics of Social Research.”

IRB Training and review of current IRB Application

Due: IRB Training Certificate, submit a copy or screenshot to assignments

Week 11: Narrative Inquiry

11.8 Attend D4D Write In instead and VOTE!

11.10 Activities and Discussion

Readings:

1. Creswell, “Appendix” pp. 251-263

2. McIsaac, “Oral Narratives as a Site of Resistance” pp. 89-100

3. Reissman, “Exporting Ethics” pp. 473-490.

Film: “Born into Brothels”

Debating for Democracy Write-In

Writing Center Fellows

Friday, November 11 – time and location TBD

This session focuses on producing writing as well as polishing and refining drafts in preparation for submitting final letters to elected officials. You’ll gain strategies for framing your message with the competition criteria in mind. Bring your laptop and be prepared to spend most of the time writing and revising.

Week 12: Ethnographic Research

11.15 Reflect on and organize around internships with Fellows

11.17 Activities and Discussion

Readings:

1. Madison, “Introduction to Critical Ethnography” pp. 1-15.

2. Valenzuela, “Chapter 1: Introduction” *Subtractive Schooling*. pp. 3-32.

3. Vargas, “Chapter 1,” *Catching Hell in the City of Angels*”

4. Film in class: “N!ai, The Story of a !Kung Woman,” by John Marshall, 1980.

Due: D4D Letter to an Elected Official

Week 13: Analysis: Transcription, Sorting, Organizing, and Indexing

11.22 Class with Tessa at Pitzer

11.24 No class (Thanksgiving)

Readings:

1. Hesse-Biber & Leavy, Chapter 12, p. 301-331.

2. Emerson, Chapter 6 “Processing Fieldnotes: Coding and Memoing” pp. 142-168.

Bring in ALL Data

Week 14: Research Progress Updates

11.29 Reflect on and organize around internships with Fellows

12.1 Activities and Discussion—Preparing for leaving the field

Readings:

1. Stoecker, Chapters 6-7

2. Thomas, *Critical Ethnography*, pp. 61-72

Due: Data coding and thematic analysis paper 12.1

Week 15: Interpretation Through “Writing-Up”

12.6 Peer Review of final papers and Practice Presentations

12.8 Individual meetings with me re: research writing, Class overview and closure

Readings:

1. Emerson, Chapters 7 “Writing an Ethnography” and “Conclusion” pp. 169-216.

Week 16: Community Research Symposium Presentations

12.13 No class; finals week; just write!

12.15 Community Research Symposium – Final Presentations

Due December 16, Final Paper

Disclaimer: The professor reserves the right to make changes to the syllabus during the semester. Any changes made will be announced in class and posted on Sakai.

TEXTS:

Stoecker, R. (2005) *Research Methods for Community Change: A Projects-based Approach*.
ONLINE E-BOOK FOUND AT THE LIBRARY:

<http://methods.sagepub.com.ccl.idm.oclc.org/book/research-methods-for-community-change>

Creswell, J.W.(2012) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Thousand Oaks: Sage.

Sandy, M. & Arguelles, L. (2005) “Fusing Horizons Through Conversations: A Grassroots Think-Tank Approach to Applied Research,” in *Scholarship in Action: Applied Research and Community Change*, (Ed.) Linda Silka. Washington, DC: US Department of Housing and Urban Development *PAGES 21-28*

Costa Vargas, J.H. (2006). *Catching Hell in the City of Angels: Life and Meanings of Blackness in South Central Los Angeles*. *PAGES 1-34*

Riessman, C.K. (2005). Exporting Ethics: A Narrative About Narrative Research in South India. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 9(4). *PAGES 473-490*

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge. *PAGES 59-75*

Lather, P. (1986). Research as Praxis. *Harvard Educational Review*, 56(3). *PAGES 257-277*

Rasmussen, “Cease to Evil, Learn to do Good” in Bowers, C.A. & Apffel-Marglin, F., Eds. (2005) *Rethinking Freire: Globalization and the Environmental Crisis*. Mahwah: Lawrence Erlbaum Associates. *101-132*

Madison, D.S. (2005). *Critical Ethnography: Method, Ethics, and Performance*. Thousand Oaks: Sage Publications, Inc. *PAGES 1-15*

Thomas, J. (1993). *Qualitative Research Methods: Doing Critical Ethnography*. Thousand Oaks: Sage. *PAGES 61-72*

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. New York: State University of New York Press. *PAGES 3-32*

Tellez, M. (2005). Doing Research at the Borderlands: Notes from a Chicana Feminist Ethnographer. *Chicana/Latina Studies: The Journal of Mujeres Activas En Letras Y Cambio Social*, 4(2). PAGES 46-70

Emerson, R.M., Fretz, R.I. & Shaw, L. (1995). Writing Ethnographic Fieldnotes. Chicago: University of Chicago. pp. 142-216

INCITE! Women of Color Against Violence, Eds. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*.

Notes from Nowhere (Eds) (2003). *We are Everywhere: The Irresistible Rise of Global Anticapitalism*. London: Verso.

Powers, W. 2008. "Future Zarahs", *The Sun Magazine*.

Ward, K. & Wolf-Wendel, L. (2000). Community-centered service-learning: Moving from doing for to doing with. *American Behavioral Scientist*, 43 (2), 756-767

Hesse-Biber & Leavy, Chapter 2 "Approaches to Qualitative Research" pp. 15-28.

Kottler, J. (2001) "Bringing the Mystery Back Home." *Psychotherapy Networker*.

We are Everywhere, Ed. *Notes from Nowhere*

Lipsitz, *American Studies as Accompaniment*.

Phillips. 2015. "Co-Conspiracy."

Jones, *from Good to Ghetto*

Collins, "When Sex Work isn't 'Work'" pp. 115-139.

McIsaac, "Oral Narratives as a Site of Resistance" pp. 89-100

Goffman, Alice, excerpt from *On the Run*. 2014.

Teaching from the Storm <http://cte.rice.edu/blogarchive/2015/07/16/teachingthestorm>

Muñiz, Ana, 2015 "We don't need no gang injunction! We just out here tryin' to function!" *Police, Power, and the Production of Racial Boundaries*.

FILMS:

"Passing Girl, Riverside," by Kwame Braun, 1998.

"Born into Brothels," by Ross Kauffman and Zana Briski, 2003.

"N!ai, The Story of a !Kung Woman," by John Marshall, 1980.