

College of Liberal Arts and Sciences

Department of Global Studies and Sociology

Master of Arts in Transformational Urban Leadership (MATUL) Program

**TUL670A *Research /Thesis Project* (3 units)**



**Fall 2013**

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**I. Course Description**

Students apply the analytic frameworks and practical skills acquired through the MATUL program to an investigation of a specific issue on behalf of an urban church movement or community organization. Qualitative research methods are primarily used to gather and organize pertinent information, culminating in the writing and oral presentation of a Professional Report that involves local residents in specific transformation efforts.

**II. Expanded Course Description**

One of the major tasks of a graduate program is to train students to *produce* new knowledge, and then to *communicate* that new knowledge to relevant audiences. For advanced MATUL students, this entails the design of a research project, the organization of tasks and activities, the use of a variety of research methods to collect information, and the presentation of findings to a public audience. In social sciences tradition, this involves “field research”: Students leave the campus compound, library or laboratory in order to obtain first-hand information within community contexts.

The Research/Thesis Project is designed to structure a process by which student-investigators conduct field research oriented towards the needs of a specific community organization. This organization can be public, private, or non-profit. In some cases it will be an urban poor church; in other cases an issue-oriented community organization with a large professional staff. Although the range of possible partner organizations is broad, it is imperative that it be “high quality.” The capacity, reputation, and level of public involvement of the organization will all directly affect whether project planning will be ‘participatory,’ as well as how well research results will be applied within specific populations or communities. Students should thus exercise great care in selecting partner organizations that can support their research effort. Students will eventually negotiate with the organization a particular issue and research question that supports its mission and agenda. Then they will select appropriate approaches and methods for investigating it.

In architecture, the “capstone” is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. The research and writing involved in the *Research/Thesis Project* plays a similar role, challenging students to tie together, extend, and deepen the work they’ve already undertaken during their core courses and practical training (internships). The final project report, as the culminating course product, is intended to profoundly shape student learning. It asks students to define a research agenda, familiarize themselves with similar studies, collect and analyze fresh data, develop conclusions and recommendations, and represent findings to a public audience it all in a clear and operational format. The report not only contributes to the students’ education, but also becomes a significant resource for the public good.

The actual course is divided into two parts. TUL670A is completed during the first term, and TUL670B during the second. Successful completion of the complete process earns a total of 6 units of graduate credit and represents approximately 300 hours of “invested learning.” Learning activities include: completing assigned reading and video viewing, consulting with organization staff, participating in on-line forums, conducting fieldwork, producing project reports, and disseminating results. It is expected that the student will spend, *on average*, ten hours per week on course-related activities.

The course aims to structure a research process by which students can apply disciplinary knowledge and discover their potential as problem solvers. They experience the gratification, frustration, uncertainty, and enlightenment that accompanies field research, preparing themselves for assuming new levels of community leadership and service. While the quality of the research and writing must be high to be of use to the host organization, the specific findings and recommendations are secondary to *mastering the research process*. What students and organizational staff learn together from a collaborative process of inquiry is at least as important as the results they obtain. That is why it is critical that students enrolled in the course be sincerely motivated and committed to participatory research that empowers community organizations, as opposed to students seeking to merely fulfill a program requirement.

**III. Student Learning Outcomes**

Research and writing activities attempt to connect and enhance learning in several domains: intellectual (“head”), attitudinal (“heart”), and skill (“hands”). By the end of TUL670A, students should be able to:

**1. Intellectual (“head”)**

1.1 Articulate the philosophical, theological, and practical distinctives of a participatory action research. [Project 1]

1.2 Critically discuss literature (books, book chapters, articles, reports) related to the research topic and central question. [Project 1, 4]

**2. Affective (“heart”)**

2.1 Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff and “clients”. [Project 2]

2.2 Articulate and apply clear ethical guidelines in working with study members. [TD4]

**3. Skills (“hands”)**

3.1 Demonstrate *project management* skills—i.e. the ability to: (a) assess the capacity and reputation of partner organizations; (b) frame and refine the research problem in consultation with agency staff; (c) develop a project plan with timelines and deliverables; and (d) monitor progress against the project plan. [Project 3]

**Information literacy**

Students enrolled in 670A are also required to demonstrate the ability to locate, evaluate, and effectively use information that is pertinent to the research question they investigate within urban poor communities.

|  |
| --- |
| * Determine what information is needed to provide a conceptual framework for their inquiry |
| * Access the needed information effectively and efficiently through high-quality sources |
| * Evaluate information and its sources critically |
| * Incorporate selected information into one’s knowledge base and a relevant theoretical framework for the project |
| * Use information effectively to refine research plan and especially to analyze collected data |
| * Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally |

**IV. Course Materials**

Students are responsible to obtain and use the “required” materials listed below for both 670A and 670B. The “recommended” materials, though optional, offer valuable information for the various phases of field research. Portions of the text can be accessed online. Students can also identify local materials that feature case studies of research among urban poor populations from their particular region.

**Required**

Desai, V. and Potter, R. (Eds.) (2006). *Doing development research*. Thousand Oaks, CA: Sage Publications.

Maxwell, J. (2004). *Qualitative research design*. Thousand Oaks, CA: Sage Publications.

**Recommended**

Gray, D. E. (2009). *Doing research in the real world* (2nd ed.). Thousand Oaks, CA: Sage.

Scheyvens, R. and Storey, D. Eds. (2003). *Development fieldwork: A practical guide.* Thousand Oaks, CA: Sage Publications.

Diana Mitlin & David Satterthwaite. Eds. (2004). *Empowering squatter citizen: Local government, civil society and urban poverty reduction*. Earthscan Publications. [*This book provides eight case studies of community-driven initiatives based on participatory research processes. It profiles some projects where the primary development agent is local government, and others where grassroot organizations are the main catalysts. Reading this text will suggest potential research topics and questions. It also serves to highlight the importance of building, strengthening, and working through competent, accountable local organizations formed by the poor themselves.*]

**V. Expectations & Grading**

**Assessments** (Components of Final Grade)

|  |  |
| --- | --- |
| **Online Discussions & Course Projects** | **Weight/ Points** |
| *Online discussions* (5 Forum discussions)  Evaluative criteria: Online: quantity and timeliness of post; quality of posts. Skype: “attendance” at calls; quality of participation. | 20%  20 pts. |
| #1 *Urban research design*  Evaluative criteria: timeliness, completeness, evidence of idea integration from assigned materials, writing quality | 20%  20 pts. |
| #2 *Agency assessment and selection*  Evaluative criteria: timeliness, completeness, depth of analysis, writing quality | 20%  20 pts. |
| #3 *Project plan and timetable*  Evaluative criteria*:* timeliness, completeness, evidence of idea integration from assigned materials, feasibility of plan | 20%  20 pts. |
| #4 *Literature review*  Evaluative criteria: # of high-quality (authoritative) sources; completeness, quality of literature analysis, writing quality | 20%  20 pts. |
| **Totals:** | 100%  100 pts. |
|  |  |

*Grades will be calculated on a 110-point scale as follows:*

100- 90 points (**A**); 89-80 points (**B**); 79-70 points (**C**); 69-60 pts (**D**)

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

|  |  |
| --- | --- |
| **A** | Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class. |
| **B** | *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| **C** | Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| **D** | *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| **F** | Repeat course. Inadequate/insufficient performance. |

**Online Discussion Guidelines**

Online or “threaded” Discussions (“Forums” in Sakai) are topically organized dialogs or conversations that take place in Sakai. The Forums enable MATUL students and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During threaded discussions, students interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a “voice” in the discussions; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), online discussions enable participants to reflect on each other’s contributions, as well as their own, prior to posting. As “iron sharpens iron,” each student’s contribution enhances the learning of all other students, and feeds back into our life within our host communities.

To make this process work for all, “posts” must be made during specified time periods (as specified under each project). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** To write substantive posts, you will need to stay healthy, focused, and organized.

*Procedure*

* Begin a particular project within the specified time period.
* Wait for the instructor to pose a topic-related query.
* Each student responds with an initial, substantive post.
* Students respond to each other’s posts.
* Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

*Guidelines for participation*

* Students adhere to specific timeframes for discussion and reflection.
* For each topical thread, each student contributes at least three (3) posts.
* Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

*Assessment rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Quantity and timeliness of post** | * Does not respond to most postings; rarely participates freely * Appears indifferent to learning community | * Responds to most postings several days after initial (scheduled) discussion; * Takes limited initiative | * Responds to most postings within a 24-hour period; * Rarely requires prompting to post | * Consistently responds to posting in less than 24 hours * Shows initiative in motivating group discussion’ |
| **Quality of post** | * Posts topics unrelated to discussion topic; * Appears “rushed” with poor spelling/ grammar and unclear expression | * Occasionally posts off topic; offers short posts with limited insight on the topic; * Difficulty in expressing ideas clearly | * Frequently posts topics related to discussion topic * States opinions and ideas clearly; contributes insights to topic | * Consistently posts topics related to discussion topic * Clear, creative expression of ideas and opinions |

**VI. Course Policies**

***Workload expectations***

Following the APU Credit Hour Policy (approved 02/12), graduate students are expected to complete 3 hours of "out of class" learning activity for every 1 hour "in class." Over a 15 week term, that is approximately 150 hours (10 hrs/wk) of learning activity that includes: faculty instruction, self-guided reading, video viewing, consultation with community organizations, electronic database research, participation in online discussions (“Forums”), ethnographic fieldwork, report writing, and any public presentations. This is in addition to approximately 45 hours of direct faculty instruction. *"Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study abroad, and other academic work to achieve the identified student learning outcomes."* To meet the identified student learning outcomes of *Educational Center Development*, the expectations are that this 3-unit course, delivered over a 15-week term will approximate:

* 2 hours/week of direct faculty instruction (via Forums, Skype, or lecture) [30 hrs total]
* 2 hours/week community consultation and research planning over a 10 week period) [20 hrs total]
* 2 hours/week online guided study (reading and video viewing) [30 hrs total]
* 1-2 hours of online student-to-student and instructor-to-student interaction (Forums, Skype) [15-30 hrs total]
* 2 hours/week project-related fieldwork [30 hrs total]
* 1 hour/week project-related writing [15 hrs total]

TOTAL: approx. **140-155 hours**

***Late assignments***

All assignments are due by the specified deadlines. Assignments not turned in on this date will be penalized 10% of the total point value, and will *only be accepted up to one week after they are due*. This strictness regarding the submission of completed assignments is to guard students from procrastination and falling behind in their academic and field assignments.

***Academic integrity***

The mission of the MATUL program includes cultivating in each student not only the knowledge and skills required for a master’s degree, but also the characteristics of academic integrity that are integral to Christian community. Those privileged to participate in the MATUL educational community have a special obligation to observe the highest standards of honesty, and a right to expect the same standards of all others. It is the policy of the University that academic work should represent the independent thought and activity of the individual student. Work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense that may result in a failing grade for an assignment, a failing grade in the course, and/or academic probation. The full academic integrity policy is available in the graduate catalog. Some of the most noteworthy forms of academic misconduct in course focusing on research and writing are as follows:

* Presenting the work of another as one's own.
* Quoting directly or paraphrasing without acknowledging the source.
* Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
* Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
* Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

**VII. Support Services**

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog.  Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**VIII. Online Schedule At-a-Glance**

Slimbach’s Skype name: <rslimbach2>

Skype call times: LA Mon 8-9:30pm = Manila Tues 12noon-1:30pm = Chennai Tues 9:30-11am

TD = Threaded Discussion

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Skype Call** | **Discussion** | **Project Due Date** | **Topic** |
| 1 | Mon 8-9:30pm |  |  | Course introduction; Q&A |
| 2 | Mon 8-9:30pm | TD#1 |  | Participatory urban research |
| 3 | Mon 8-9:30pm | TD#1 [cont.] | Project 1 | [Cont.] |
| 4 | Mon 8-9:30pm | TD#2 |  | Charting the research journey |
| 5 | Mon 8-9:30pm | TD#2 [cont.] | Project 2 | [Cont.] |
| 6 | Mon 8-9:30pm | TD#3 |  | Research Plan |
| 7 | Mon 8-9:30pm | TD#3 [cont.] | Project 3 (1st draft) | [Cont.] |
| 8 | Mon 8-9:30pm | TD#4 |  | Ethics of fieldwork [Slimbach out of town.] |
| 9 | Mon 8-9:30pm | TD#4 [cont.] |  | [Cont.] |
| 10 | Mon 8-9:30pm | TD#5 |  | Literature Review |
| 11 | Mon 8-9:30pm | TD#5 [cont.] | Project 4: | [Continue searching and reading lit.] |
| 12 | Mon 8-9:30pm | TD#5 [cont.] |  | [Continue in-depth reading of lit.] |
| 13 | Mon 8-9:30pm | TD#6 |  |  |
| 14 | Mon 8-9:30pm | TD#6 [cont.] |  | Fieldwork: Participant Observation |
| 15 |  |  | Project 3 (final draft) | Integration of insights from course readings, local guide |

**IX. Syllabus**

**Topic 1: Planning Slum-based Participatory Research**

The research we undertake within urban poor communities has a particular character that can be described as community-based, participatory, and action-oriented. Rather than merely obtain knowledge for knowledge’s sake, our research aims to contribute to the practical concerns of urban poor residents in their immediate community or problematic situation through by a collaborative process and within a mutually acceptable ethical framework. As a by-product, it also contributes to the goals of social science. The relationship between researcher and researched is fundamentally changed to recognize the unique strengths that grassroots organizations bring to social change efforts.

What community organization we elect to affiliate with depends, to a large extent, on the particular issue or topic we decide to focus our research on. The range of potential topics is as broad as social experience. Nevertheless, nine challenges closely correlate with the everyday life of urban poor groups: (1) *inadequate income* which gives rise to inadequate consumption levels of basic life necessities, (2) *low educational attainment,* (3) *inadequate* *shelter* (poor quality, overcrowded and insecure)*,* (4) *inadequate provision of “public” infrastructure* (piped water, sanitation, drainage, roads, footpaths, etc.), (5) *inadequate provision of basic services* (daycare centers, schools, vocational training centers, health-care clinics, public transport, law enforcement, etc.); (6) *inadequate protection of marginal groups’ rights through the operation of the law,* (7) *voicelessness and powerlessness* of poorer groups within political systems and bureaucratic structures, (8) *low levels of moral-spiritual integrity* reflected invision, values, affections, habits, and ways of thinking; and (9) *inadequate* *accountability* from aid agencies, NGOs, public agencies and private utilities. Carefully consider what quality-of-life issue you wish to research, along with the assets of prospective urban poor organizations addressing that challenge.

***Preparations***

1. Read: Slimbach, “Real World Research” (Scan all)
2. Read: *Doing Development Research*, Ch. 1, 2, 11, 13
3. Read: “Participatory Research”: h[ttp://www.unesco.org/education/aladin/paldin/pdf/course01/unit\_08.pdf](http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_08.pdf)
4. View: “Building capacity: participatory planning”: <http://www.youtube.com/watch?v=2Bft-_gKvt8&feature=related> [17 min.]
5. View: “Participatory planning in Ahmedabad slums”:<http://www.youtube.com/watch?v=hPvzDJ2raQo&feature=related> [10 min.]
6. “Participatory Urban Appraisal”: <http://www.forum-urban-futures.net/files/Participatory_Urban_Appraisal.pdf> The **four** case studies in [Participatory Urban Appraisal](http://www.forum-urban-futures.net/files/Participatory_Urban_Appraisal.pdf" \t "_blank) *with working links* are as follows:

South America: Colombia & Guatemala

* Moser & McIlwaine (2004). *Encounters with Violence in Latin America: Urban poor perceptions from Colombia and Guatemala*.  New York: Routledge. [http://books.google.com.ph/books?id=KdT46\_x0AqsC&printsec=frontcover&hl=fil&source=gbs\_ge\_summary\_r&cad=0#v=onepage&q&f=false](http://books.google.com.ph/books?id=KdT46_x0AqsC&printsec=frontcover&hl=fil&source=gbs_ge_summary_r&cad=0" \l "v=onepage&q&f=false" \t "_blank)
* Moser & McIlwaine (2001). *Violence in a Post-Conflict Context. Urban Poor Perceptions from Guatemala*. New York: Routledge.  [http://books.google.com.ph/books?printsec=frontcover&vid=LCCN00043981&redir\_esc=y#v=onepage&q&f=false](http://books.google.com.ph/books?printsec=frontcover&vid=LCCN00043981&redir_esc=y" \l "v=onepage&q&f=false" \t "_blank)

#### Asia: Bangladesh & India

* N. Ahmed, M. Alam et al. (2006).  *Reaching the Unreachable: Barriers of the Poorest to Accessing NGO Healthcare Services in Bangladesh*.  [http://www.bioline.org.br/request?hn06054](http://www.bioline.org.br/request?hn06054" \t "_blank)
* Kar, K. u. S. Philipps (1998). *Scaling up or scaling down? The experience of institutionalizing participatory rural appraisal in the slum improvement projects in India*.  [http://www.planotes.org/documents/plan\_02714.PDF](http://www.planotes.org/documents/plan_02714.PDF" \t "_blank)

**Discussion period for Topic 1:** **TBA**

**Project 1**

***Urban Research Design (approach, topic, question, and methods)***

Our first course project asks us to consider the general *approach* we take in doing community-based research, along with specific *models* of research actually completed by others. In a 3 to 4 page, single-spaced, typed report, do three things:

1. Carefully read the assigned materials. Refer to specific ideas (via paraphrases or direct quotes) from these readings in #2 below.

2. Draft responses to two questions: (a) What are the key assumptions and distinctive principles/features of a *participatory* approach to development-oriented research? (b) How do “participatory” approaches help equalize power and control in the research process?

2. Select four (4) case studies, each from a different region, from the “Participatory Urban Appraisal” website (above). Compare and contrast those studies in terms of (1) problem or topic addressed, (2) central research question(s), and (3) the key methodological considerations in partnering with communities (for research planning, data gathering, and dissemination of results).

Submit Project 1 to “Assignments” in Sakai by **TBA**.

**Project 2**

***Agency Assessment and Selection***

Our field research will be conducted *through* and *on behalf of* a respected grassroots organization of some kind. This requires that we complete a three-step assessment of prospective organizations.

*Step 1:* Become familiar with a range of local organizations in various development sectors (i.e. health, education, human rights).

*Step 2:* Narrow your interest down to three (3) highly regarded organizations working on issues aligned with your research interest.

*Step 3:* Conduct an in-person assessment with supervisors or directors from each of these organizations. During this assessment, ascertain (a) the internal capacity of the organization [see questions below]; (b) the current mission of the organization, (c) how a community-based research project might advance their outreach agenda and fill a gap in the work of the organization, (d) what specific types of information the organization seeks to acquire, and (e) who would be available to both assist in data collection and guide/supervise the project.

Compile this information for all three organizations in a typed, 3 to 4 page (max) report. Submit Project 2 to “Assignments” in Sakai by **TBA**.

Also, prepare to summarize your findings in a 3-4 minute oral (Skype) presentation.

Questions to Ascertain the Internal Capacity of Community Organizations

1. Does the organization and its leadership enjoy a reputation in the host community for being honest and sincere, without evidences of misconduct related to fund use, management, and governance? [Legitimate]
2. Does the organization address specific community dilemmas and risks (e.g. ill health, failing schools, economic shocks, human rights abuses, land tenure)? [Problem-focused]
3. Is the organization acknowledged as a “model” of best practices and effectiveness in that specific sector of development? [Exemplary]
4. Does the organization include, in both its staff and beneficiaries, a cross-section of community residents, crossing tribal, religious, and caste differences? [Public]
5. Does the organization involve local residents in defining and carrying out an agenda for community improvement? [Participatory]
6. Does the organization have bilingual national staff that are able and willing to provide outside researchers expert supervision and feedback? [Supervised]

**Topic 2: Charting the Research Journey**

Once an organization has been selected to host your research, systematic planning can begin. Planning begins with a personal assessment of the primary research instrument—*you!* It then moves to confirming a subject focus and formulating a clear research question that addresses the needs of the host agency and study group. From there, fieldwork unfolds to include the collection, analysis, and dissemination of data.

***Preparations***

1. Read: Richard Slimbach, “Real World Research” (carefully read pages 1-6)
2. Read: *Doing Development Research* (Ch. 4, 5)
3. Read: *Qualitative Research Design* (Ch. 2, 3)
4. Read: Student research in Nairobi, Kenya: <http://dcrp.ced.berkeley.edu/research/projects/nairobi>
5. Read: Student research in Manila, Philippines: <http://encounteringurbanization.wordpress.com/category/student-research/>
6. View: “Ethnography: Field Study in Orissa”: <http://www.youtube.com/watch?v=rnyeMLtU5fo> [5 min.] This Red Cross clip takes you backstage as the investigators share their decision-making process.

**Discussion period for Topic 2:** **TBA**

**Topic 3: Composing a Project Plan**

***Preparations***

1. *Doing Development Research*, Ch. 1, 2
2. *Qualitative Research Design* (Ch. 4, 5, 7, appendix)
3. Slimbach, “Real World Research” (carefully read Phases 1-7, “Interlude”, and Addendum C)
4. View: “The Research Proposal”: <http://www.youtube.com/watch?v=zJ8Vfx4721M> [14 min.]

**Threaded discussion (TD) period for Topic 3:** **TBA**

**Project 3**

***Project Plan and Timetable***

The project Plan, with timetable, depicts the various research design decisions you make in consultation with members of your host organization. Follow these four steps in formulating the Plan.

*Step 1.* Draft a Project Plan/Proposal using the template provided in Addendum C of the “Real World Research” doc. Strive for completeness, clear organization, clarity, and feasibility in the Plan.

*Step 2.* Confirm a project supervisor within your host organization. Then meet with her/him to review the Plan. Incorporate their feedback into a revised version of the Plan.

*Step 3.* Establish a tentative timeline (tasks and begin/end dates) for the project. Include it in the final version of the Plan.

*Step 4.* Obtain signatory approval from your project /guide for the Plan. Scan the final Plan and submit it to Sakai.

Submit complete 1st draft of Project 3 to “Assignments” in Sakai by **TBA**. The final draft is due **TBA**.

**Topic 4: Ethical Practices**

***Preparations***

1. *Doing Development Research*, Ch. 3, 6, 7
2. Slimbach, “Real World Research” (carefully re-read Phase 6)
3. American Anthropological Association *Statement on Ethics*. Available online at: <http://www.aaanet.org/stmts/ethstmnt.htm>
4. View: “Take a Seat”: <http://sites.duke.edu/ethicsmodules/2011/04/26/take-a-seat/> [4:33]
5. View: “Sensitive Subjects”: <http://sites.duke.edu/ethicsmodules/2011/04/25/sensitive-subjects-cubas-underground-economy/> [4:00]
6. View: “Research with Kids”: <http://sites.duke.edu/ethicsmodules/2011/01/24/children/> [1:30]
7. View: Photographing others: <http://sites.duke.edu/ethicsmodules/2011/01/24/images-of-suffering/> [1:41] and <http://sites.duke.edu/ethicsmodules/2011/01/24/japanese-skateboarders/> [6 min.]
8. View: “How to Ask”: <http://sites.duke.edu/ethicsmodules/2011/01/24/oral-consent/> [5:28] and <http://sites.duke.edu/ethicsmodules/2010/07/14/oral-consent-what-would-you-want-to-know/> [1:07]
9. Read: “Research Without Consent”: #51 at h[ttp://sru.soc.surrey.ac.uk/SRU51.pdf](http://sru.soc.surrey.ac.uk/SRU51.pdf" \t "_blank)

**Discussion period for Topic 4:** **TBA**

**Topic 5: Doing Fieldwork: Literature Review**

Once the proposal has received instructor approval and supervisor acceptance, we next consider how to go about collecting the types of information that will answer the main research question or problem. These are our research methods. Primary emphasis will be given to discussing three of the most important sources of data: (1) *other*, similar studies that have been produced on the topic, (2) “participant observation” that immerses researchers into local situations in order to understand and document how things *really* are and not just what is said about what “is”, and (3) informal interviewing of persons in those situations in order to uncover “insider” perspectives related to the research question.

***Preparations***

1. Slimbach, “Real-World Inquiry” (carefully re-read Phase 7)
2. *Doing Development Research*, Ch. 22, 18
3. View: “Literature Review”: <http://www.youtube.com/watch?v=t2d7y_r65HU&feature=related> [9:40]
4. View: “Reading Effectively”: <http://www.youtube.com/watch?v=HgwAmrSQZLo&feature=relmfu> [8:30]
5. Complete the following two tutorials: Internet searching tutorial: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html> Electronic database searching tutorial: <http://library.uwaterloo.ca/libguides/cdrom/introsrch_selection.html>

**Discussion period for Topic 5:** **TBA**

**Project 4**

***Literature Review***

It is hard to imagine any prospective topic *not* being researched before. Prior studies not only exist, but they are easily accessed via a combination of the Web and electronic databases. Our job is to identify them, study them, and allow them to model possible approaches to collecting topic-specific information. The “literature review” is completed *before* we start field research. This allows us to see what has and has not been investigated, to identify data sources that other researchers have used, and to identify potential relationships between concepts and your primary research question. Our work plan can then be refined and clarified on the basis of our review.

1. Complete an Internet search (using Google Scholar) and relevant electronic databases to locate at least 10 prior studies on your research topic. (APU subscribes to a number of electronic databases; consult with the research librarian to identify the most appropriate databases for your search.) Maintain complete bibliographic information in APA format.

2. In a 3-4 page typed “literature review”, answer the following questions. Be sure to carefully reference ideas from specific prior studies.

* After an extensive search of prior studies, what are my top five (5) textual sources?
* What specific gaps in my knowledge of the subject do these studies help to fill?
* What do these studies reveal as the most controversial *issues* surrounding the topic?
* What data collection *methods* have other researchers used to study my topic? How appropriate are those methods to my proposed research?

3. Submit the Project 4 report to “Assignments” in Sakai by **TBA**.

**Topic 6: Doing Fieldwork: Participant Observation**

***Preparations***

1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7)
2. *Doing Development Research*, Ch. 19
3. View: “Qualitative vs. Quantitative Research”: <http://www.youtube.com/watch?v=ddx9PshVWXI&feature=related> [6 min.]
4. View: “Observing the Public Laundry Process”: <http://www.youtube.com/watch?v=3Jydtrbk55U> [2:33]
5. View: “Field Dressing”: <http://sites.duke.edu/ethicsmodules/2011/04/25/field-dressing/> [3:38]
6. Read: “Field Notes: What, How & Why?” <http://anthroyogini.wordpress.com/2007/08/16/field-notes-what-how-why/>
7. View: “Writing memos in qualitative research”: <http://www.youtube.com/watch?v=eXj4QiyZl50> [32 min.]

**Discussion period for Topic 6:** **TBA**

***Note:*** Final draft of Project 3 (Research Plan) due by **TBA**.

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