

College of Liberal Arts and Sciences

Department of Global Studies and Sociology

Master of Arts in Transformational Urban Leadership (MATUL) Program

**TUL670B *Research /Thesis Project* (3 units)**



**Fall 2013**

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**MATUL Mission Statement**

The mission of the MATUL program is to catalyze urban religious and social movements through which citizens mobilize in an attempt to achieve some transformation of their environment. The focus is exclusively on the needs and capacities of working class urban poor within the structures of the contemporary capitalist mega-city. The Church is seen to play a critical role to the extent that it forms psychologically stable, spiritually integrated, and non-exploiting persons as the human "building blocks" for a saner and more just urban society. The MATUL program aims to train a new generation of leaders capable of forging strategic linkages between Church-related organizations and non-churchly agencies (e.g. community-based organizations, public agencies, private enterprises) with a view to the final goal of God’s plan: the redemption of humanity and the restoration of creation, the reconciliation of all things through Jesus Christ.

**I. Course Description**

Part 2 of a two-part sequence. 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. Prerequisite: TUL670A.

**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 course earns 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 the course, students should be able to:

**1. Intellectual (“head”)**

1.3 Discuss the relevance of various qualitative research techniques to answering the research question within a specific social context. [TD6, 7, Project 5]

1.4 Critically evaluate the strengths and weaknesses of research findings as evidence for conclusions and recommendations. [TD 8, Project 6, 7]

**2. Affective (“heart”)**

2.1 Demonstrate personal warmth, humility, power sharing, and empathy with community organization staff and project informants [Project 5]

**3. Skills (“hands”)**

3.2 Demonstrate *interpersonal* skills—i.e., the ability to develop rapport and sustain trust relationships with agency staff and study group members. [TD6, 7; Project 5]

3.3 Demonstrate *in-field research* skills—i.e., the ability to (a) gain access to the study population in their social settings; (b) select appropriate data collection methods; (c) conduct interviews with select informants; (d) analyze the data; and (e) effectively communicate findings in writing and a public presentation. [TD6, 7 &10; Project 5, 8]

***Information literacy***

Students enrolled in 670B 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 the “required” materials below in either hard copy or electronic version. The “recommended” materials, though optional, offer valuable information for the various phases of the project. 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. |
| #5 *Information description*  Evaluative criteria: selection of appropriate research methods; blend of observational and interview data; # of informants; quality of interview guide; quality of data collected; clear organization of data by labeled themes; writing quality (clear, succinct, spelling, persuasiveness). | 30%  30 pts. |
| #6 *Information analysis*  Evaluative criteria: evidence of collaboration with national guide; evidence of concept integration from prior studies; clear identification of relationships between variables; succinct but insightful conclusions; writing quality (use of headings, clarity, conciseness, spelling, grammar, and persuasiveness) | 20%  20 pts. |
| #7 *Professional report*  *Evaluative criteria:* Timeliness (submission of product on time); incorporation of “description” and “analysis” sections, as well as the other structural elements outlined in Addendum D of the “Real World Research” doc; mastery of the research issue/problem, including knowledge of the larger context of the study and background knowledge from prior studies; writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness). | 10%  10 pts. |
| #8 *Public presentation*  Evaluative criteria:organization of event; creativity in presentational techniques; clarity of presentation; persuasiveness. | 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 |  |  | Term 2 introduction; Q&A |
| 2 | Mon 8-9:30pm | TD#7 |  | Informant interviewing |
| 3 | Mon 8-9:30pm | TD#7 [cont.] |  | Informant interviewing [cont.] |
| 4 | Mon 8-9:30pm | TD#7 [cont.] |  | Writing data description |
| 5 | Mon 8-9:30pm | TD#7 [cont.] | Project 5 | Writing data description |
| 6 | Mon 8-9:30pm | TD#8 |  | Writing data analysis |
| 7 | Mon 8-9:30pm | TD#8 [cont.] | Project 6 | Writing data analysis |
| 8 | Mon 8-9:30pm | TD#9 |  | Telling the story: guide’s review of draft report |
| 9 | Mon 8-9:30pm | TD#9 [cont.] |  | Final professional report preparation |
| 10 | Mon 8-9:30pm |  | Project 7 | Final professional report [cont.] |
| 11 | Mon 8-9:30pm | TD#10 |  | Returning results |
| 12 | Mon 8-9:30pm | TD#10 [cont.] |  | Returning results [cont.] |
| 13 | Mon 8-9:30pm |  |  | Public presentation preparation |
| 14 | Mon 8-9:30pm |  | Project 8 | Public presentation |
| 15 | Mon 8-9:30pm |  |  | Public presentation sharing; course evaluation |

**IX. Syllabus**

**Topic 7: Doing Fieldwork: Informant Interviewing**

***Preparations***

1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7)
2. *Doing Development Research*, Ch. 15, 16, 20
3. *Qualitative Research Design,* Ch 5 (“Methods…”)
4. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.]
5. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>.
6. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html>
7. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html>

**Threaded discussion (TD) time period for Topic 7:** **TBA**

**Project 5**

***Information Description***

Fieldnotes based on structured observations of community settings and groups have now been completed. Electronic mounds of interview data, whether in the form of transcribed text and/or extensive notes, are also organized on your hard drive, ready for processing. The next two projects ask you to take these “raw” notes and convert them into the “description” (Project 5) and “interpretation” (Project 6) sections of your final report. These two projects are credited at 15 pts each as they represent the “core” of the final report.

The process of describing and analyzing data is detailed in the assigned materials, as well as in “Real World Research” doc (Phases 8-9, along with Addendum D). Please adhere to the specified content and length guidelines as you set out to construct the “story” through the two projects.

For Project 5, construct as complete a record as possible of what you have seen (via observation) and heard (via interviews). Complete the sorting and coding process in order to identify key themes that can provide some organizational structure to the description section. Seek to remain faithful to the actual reality, especially your informants’ thoughts and words. *How* did they talk about this aspect? *How many* talked about it? What did they *not* include? The data, which you have painfully collected, should be the “star" in the description. Present it in all its richness, breadth and depth, with a generous number of direct quotes. When all is said and done, *writing* quality is based on *data* quality—that is, on how well you have done at collecting and preserving quality information.

Submit Project 5 to “Assignments” in Sakai by **TBA.**

**Topic 8: Analyzing Data**

***Preparations***

1. Re-read: Slimbach, “Real-World Inquiry” (carefully re-read Phases 8-9)
2. View: “I Have Some Interview Data. What Next?” <http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.]
3. Read: Ryan & Bernard, “Techniques to Identify Themes” <http://www.engin.umich.edu/teaching/crltengin/engineering-education-research-resources/ryan-and-bernard-techniques-to-identify-themes.pdf>
4. *Qualitative Research Design,* Ch 6 (“Validity…”)

**Discussion period for Topic 8:** **TBA**

**Project 6**

***Information Analysis***

A solid “description” section is indispensable to presenting clear analysis. It provides the necessary background and points of reference for your reader to appreciate the “sense” you make of the data. Analysis *interprets* data sources (what you’ve read, observed in social settings, and heard from informants), and *relates* them back to the main research question. In contrast to the descriptive record, the analysis section requires that we interpret the data in meaningful ways. We draw connections between different ideas or “themes” that emerge from the data, and identify patterns of associations between variables. Writing the analysis section of the report is a creative exercise where you draw heavily on (1) your background knowledge (from academic reading on the topic), (2) your ability to take good fieldnotes and compile solid descriptive data, and (3) your capacity to link specific observations and pieces of interview information to more general concepts and relationships. The Project 6 report is credited at 15 points. It, along with Project 5, constitutes the “core” of the final report.

Project 6 asks you to go through the data questioning, coding, and linking process explained in Phase 8 of “Real World Research”. The themes you may have used to organize the “description” section can now be used to *build an argument* that establishes the points that answer your research question. Under what conditions does this theme emerge? What actions/interactions/strategies are involved? Are there differences in the characteristics and boundaries for a theme across informants or sites? Do themes occur more or less frequently for different group members? Are they expressed differently? The analysis *asks questions* of the data—who, why, what, when?—for each main theme.

Again, the “Real World Research” doc (Phases 8-9, along with Addendum D) describes the analysis and writing process in some detail. Please adhere to the content and length guidelines.

Submit Project 6 to “Assignments” in Sakai by **TBA**.

**Topic 9: Telling the Story (report writing)**

The main sections of your final report (“description” and “analysis”) are ultimately integrated into a Professional Report (PR). The PR is a formal statement of the results of an investigation conducted on behalf of a community organization. In addition to the “description” and “analysis” sections, conclusions are drawn and recommendations are made. Reports have a specific purpose and structure. They are primarily used to *convey information* and *to make recommendations*. Information is presented clearly, cogently, and coherently in a well-structured format. Readers can take in the information quickly, at twice the speed of listening, without having to re-read the document. In this way a PR is different from an essay that explores theoretical ideas at a much higher level of abstraction.

***Preparations***

1. Re-read Slimbach, “Real-World Inquiry” (Phase 9)
2. *Doing Development Research*, Ch. 30

**Discussion period for Topic 9:** **TBA**

**Project 7**

***Professional Report***

Project 7 consists of a complete, written professional report (PR) that conforms to the guidelines in Addendum D of the “Real World Research” field guide. In writing the PR, you are expected to demonstrate a firm grasp of how the knowledge and abilities acquired as a MATUL fellow can be applied to enhance the capacity of slum organizations to address a specific problem. Although the nature and structure of a PR is informed by the professional protocol of the host organization, the academic advisor’s role is to ensure that its quality is equivalent to that of a conventional thesis. As such, the faculty advisor may, at their discretion, recommend supplementary reading, research and analysis to augment the quality of the PR and to ensure that its academic objectives are met.

What makes the report “professional” is a clear, inviting layout and an engaging, factual writing style.

* Headings and sub-headings should be clear, meaningful, and follow a logical order so that the reader can interpret them correctly and find information quickly.
* Avoidlong paragraphs with redundant information. Break up the text into shorter paragraphs (“chunks”) with clear transitions. Keep the “story” moving with vivid, factual prose.
* Organize the PR according to the outline structure presented in Addendum D (“Sample Report Outline”) of “Real World Research”.
* Use at least 1½ inch spacing, with a 12-point font. Insert electronic page #s.
* Do a final spell- and grammar-check on the entire document. Submit one electronic copy of the Professional Report to Sakai by the posted deadline. For additional format recommendations, refer to the following websites:
* University of Texas: <http://www.utexas.edu/lbj/students/pr> [scroll down to “Format Requirements”]
* Purdue University: <http://owl.english.purdue.edu/workshops/hypertext/reportW/index.html>

Submit the final report to “Assignments” in Sakai by **TBA**.

**Topic 10: Returning Results**

Once the written PR is completed, submitted to Sakai and to the project guide, we are ready for the finale of the research process: the communication of findings to one or more community groups. As explained in Phase 10 of “Real World Research”, there are many potential audiences, as well as many potential formats for communicating research findings to them.

***Preparations***

1. Re-read Slimbach, “Real-World Inquiry” (Phase 10)
2. *Doing Development Research*, Ch. 31
3. “How to Deliver a Report without Getting Lynched”: <http://www.asktog.com/columns/047HowToWriteAReport.html>
4. Read on effective oral presentations: <http://www.projectorreviews.com/effectivepresentations.php>
5. View: “Making Presentations Unforgettable”: <http://www.youtube.com/watch?v=A20IjSpktwg&feature=player_embedded> [10:27]

**Discussion period for Topic 10:** **TBA**

**Project 8**

***Public Presentation***

1. Prior to the presentation, we meet with staff from our host organization to *plan* a public presentation of our research findings. Draft responses to the following questions:

* What audience(s)?
* Using what creative format?
* Presented at what venues?
* Who is presenting?
* In what language(s)?
* How to balance “explanation” with “application”?
* Promoted with what means?

2. Schedule and complete the presentation. List dates and venues.

3. After the actual presentation, take time to *mull over* the results with members of your host organization. Draft summary responses to the following questions: (a) How many of the intended community members (audience) actually showed up? (b) What “worked” well in the presentation? (c) How might the presentation be improved? (d) What evidence is there of at least some community members wanting to “own” the findings, and take some action based on them?

4. Submit (a) the actual presentation, and (b) a 3-4 page, typed, single-spaced report on the presentation to “Assignments” in Sakai by **TBA**.

**X. Course Bibliography**

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