Description of Seminar
The Community Research Program is a two-semester seminar that offers leadership, research, and public social policy training for students interested in working with AHANA communities in Massachusetts. In the Fall 3-credit seminar, students will spend time observing work with a community provider, and begin to design a research proposal for the Spring semester research project. In the Spring, students will register for a 3-credit independent study with a faculty advisor, conduct their research project, and attend the 1-credit community research seminar once a week (same time on Thursdays). Students also will have the opportunity to present their research findings in a public forum at a date to be determined.

During the Fall semester, we will discuss the paradigm of ‘community-based’ research, the role of the literature review in defining a research question, different research methods and methodologies, as well as the considerations a researcher must make when ‘inviting themselves’ into the lives of the research participants. We will discuss issues such as informed consent, confidentiality, and the importance of establishing trust and rapport in producing ethical, valid research. Also, we will delve into the faculty-student relationship and explore the practical issues of time management.

In order to foster greater focus about one’s research question, the seminar will also include a Lecture Series where academic researchers and community professionals will come and discuss their current work and experiences on issues related to the four research-interest communities.

Note: This course counts towards the university’s cultural diversity requirement.
Course Objectives for Fall Semester
* Gain an understanding of the uniqueness of community-based research in comparison to other forms of research
* Build upon your knowledge of the issues affecting communities of color and those organizations working for social change
* Acquire field observation, interviewing, analytic reading, and writing skills
* Learn the important components in designing a research proposal and conducting a study to include how to conduct a thorough literature review
* Develop an understanding of the various methodological tools available to researchers and be able to decide what methods are appropriate for particular research questions
* Become critical consumers and producers of knowledge

Reference Books on Reserve


Seminar Requirements for Fall Semester

Participation: In Class (10% of your grade); One-on-Ones with Graduate Assistant (5% of your grade)
Much of the learning will take place in the classroom through participation in class discussions. It is expected that you will come to class prepared to discuss the readings, assignments, and ask questions of the speakers. Hence, absences and lateness will be noted as this has an effect on group participation and learning. Additionally, you are to meet individually with your graduate assistant (GA) on a regular basis to discuss your progress with your research project design as well as reflections on the seminar. You will also schedule a meeting with Prof. Piatelli mid-semester to discuss your research project and progress in securing a faculty advisor for Spring semester.

Reflection Papers (20% of your grade) DUE: One week after date of speaker
Over the course of the semester, short informal written assignments on the speakers and readings will be required. For these papers, you should compose a narrative of a maximum of three double spaced pages in discussing your reactions to the ideas presented by the speakers, readings, and the subsequent class discussion. It is recommended that you discuss your reflections on the speaker with your GA prior to writing your paper. A guideline for these papers can be found on Blackboard.

Please email your paper to your GA one week after the speaker visits class for review and
Field Experience (15% of your grade)  
DUE: Thursday, October 24
You will conduct an interview with a member of an off-campus community provider or research institution that works with some aspect of the AHANA community in the local area. You will be asked to initiate contact early on in the semester. (Information on resources will be provided by your GA during your one-on-one meetings and are available on Blackboard.) During this visit, you will be asked to gain insights into the organization’s purposes, activities, and goals, and reflect upon these in a detailed field report. You will also assess the feasibility of conducting your second semester research project at this field site. Your GA will assist you in developing your interview guide and we will discuss how to conduct an interview during the semester. A handout for this assignment will be provided with further information, and can also be found on Blackboard.

Please email this paper to Prof. Piatelli before class time on the date due.

Literature Review and Methodological Plan/Draft IRB application (45% of your grade)
Your primary focus this semester is to identify a researchable question for your Spring semester research project. An important piece of this process is producing a comprehensive literature review that frames your research question and lays the foundation for developing your methodology for your research study. The final paper is due in the last class, Thursday, December 6th. Below are several checkpoint ungraded assignments to assist you in completing a quality piece of work. Only the final paper will be graded. A handout will be provided for each of these assignments well in advance and can also be found on Blackboard.

*Choose a topic of interest  
DUE: Thurs., Sep. 26
*Complete initial literature search  
DUE: Tues., Oct. 8
*Complete expanded literature search (at least 3 sources)  
DUE: Thurs., Oct. 31
*Submit a draft of your literature review and methodological plan  
DUE: Thurs., Nov. 14
*Submit the final paper and draft IRB application  
DUE: Thurs., Dec. 5

Please email all papers to Prof. Piatelli before class time on the date due.

Powerpoint Presentation of your Final Research Proposal (5% of your grade)
You will be asked to present your final paper at the end of the semester in the form of a powerpoint presentation. You should also attend all presentations, and provide constructive feedback for your classmates on their work through the presentation evaluation form (on Blackboard and to be distributed in class). We will discuss requirements for the presentation in class and a handout will be distributed (also on Blackboard).

Grading scale and late work:  95-100 (A); 90-94 (A-); 87-89 (B+); 84-86 (B); 80-83 (B-); 77-79 (C+); 74-76 (C); 70-73 (C-), etc. In order to best support your progress with your research project and evaluate my effectiveness in the classroom, it is imperative that you submit your work on time. If you have extenuating circumstances that will prevent you from doing so, you
must come see Prof. Piatelli BEFORE the due date to discuss a possible extension; otherwise you will lose 5 points each day the assignment is late. This applies to reflection papers as well.

A note on academic integrity
For information on Boston College’s academic integrity policy, please visit: www.bc.edu/offices/stserv/academic/resources/policy/#integrity.
Seminar Schedule

Tuesday, September 3
Orientation to the seminar

Thursday, September 5
Community-based research paradigm and public policy

*Required Reading:


Tuesday, September 10
Policy Overview Panel
Prof. Eva Garroutte (Boston College; Sociology)
Mr. Carlos Maynard (UMass Boston; Gaston Institute for Latino Community Development and Public Policy)

*Required Readings:


*National Hispanic Leadership Agenda. (2012). Hispanic public policy agenda. BLACKBOARD


Thursday, September 12
Social inequality and the intersection of race and class

*Required Readings:
*Ramirez, A.Y. Fred. (2003). Dismay and disappointment: Parental involvement of
Latino immigrant parents. *The Urban Review*, 35(2), 93-110. LIBRARY RESERVE

Tuesday, September 17
(continued)

Thursday, September 19
Immigration, Deportation, Human and Civil Rights
Prof. Brinton Lykes, BC Lynch School of Education

*Film on your own:*

*Readings:*
*Center for Human Rights & International Justice at Boston College.* (2012). *Post deportation human rights project annual report.* BLACKBOARD

Choose one reading from below


**Tuesday, September 24**
Select Issues Facing Youth or other speaker session

**Readings:** Choose one reading from below


**Thursday, September 26**
The research process and the literature review

**Tentative Topic Due**

**Required Reading:**


**Tuesday, October 1**
Overview of the library system with Research Librarian Brendan Rapple
Meet in O’Neill 307
Thursday, October 3
The methods of fieldwork and interviewing

Tuesday, October 8
Initial Lit. Search Due
Educational Inequality: College Access and Success or another speaker session

Readings:

AND Choose one reading from below

*Griffin, Kimberly, et.al. (2012). Oh, of course I’m going to college: Understanding how habitus shapes the college choice process of black immigrant students. Journal of Diversity in Higher Education, 5(2), 96-111. LIBRARY RESERVE


*Museus, Samuel D. & Kiang, Peter N. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. New Directions for Institutional Research, 142(Summer), 5-15. LIBRARY REERVE


Thursday, October 10
Educational Inequality: K-12, Bilingual Education or another speaker session

Readings: Choose one reading from below


*Rubin, Beth C. (2003). 'I'm not getting any F’s’: What ‘at risk’ students say about the support they need. In Beth C. Rubin and Elena M. Silva (Eds.), Critical voices in school reform: Students living through change (pp. 189-207). Routledge.


**Tuesday, October 15**
Building the Literature Review

**Thursday, October 17**
Community Based Research to Policy or another speaker session

*Readings:*


**Set up time to meet with Prof. Piatelli to discuss progress with final paper**

**Tuesday, October 22**
Urban Health and Healthcare or another speaker session

*Readings:*

AND Choose one reading from below


*Goh, Ying Ying, et.al. (2009). Using community-based participatory research to identify potential interventions to overcome barriers to adolescents’ healthy eating and physical activity. Journal of Behavioral Medicine, 32, 491-502. LIBRARY RESERVE


**Thursday, October 24**

**Field Experience Report Due**

**Ethics and the Institutional Review Board**

*Required Reading:*
*Complete IRB Ethics Training Program online and print out certificate for files. (Approx. 1.5 hours). See [http://www.bc.edu/research/oric/human.html](http://www.bc.edu/research/oric/human.html)*

The IRB requires all research personnel to complete an online ethics training program either through CITI (Collaborative Institutional Training Initiative) or NIH (National Institutes of Health) and attach copies of the training certificates to all IRB applications.

**Tuesday, October 29**

**Cultural Competency and Mental Health or another speaker session**

*Readings: Choose one reading from below*


*Pistulka, Gina M., et.al. (2012). Maintaining an outward image: Korean immigrant’s life with Type 2 diabetes mellitus and hypertension. *Qualitative Health Research*, 22(6), 825-834. LIBRARY RESERVE

**Thursday, October 31**

**Expanded Lit. Review Due**

Writing the literature review and developing a methodological design

**Tuesday, November 5**

Choosing appropriate methods
Thursday, November 7
Choosing your sample

Tuesday, November 12
Presenting your proposed project

Thursday, November 14
Draft Lit. Review Due
Review of final paper/IRB requirements

Tuesday, November 19
Research proposal presentation and peer review

Thursday, November 21
Research proposal presentation and peer review

HAPPY THANKSGIVING-NO CLASS NOV. 26

Tuesday, December 3
Research proposal presentation and peer review

Thursday, December 5
Final Due
Research proposal presentation and peer review