UNAS2254/SOCY2254/AADS2248 Community Research Seminar
Fall 2016, Gasson 201
Tuesdays and Thursdays 10:30-11:45 a.m.

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Office hours: Tuesdays/Thursdays 4:30 p.m.-5:30 p.m.

McGuinn 425

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 communities of color in Massachusetts. In the Fall 3-credit seminar, students will spend time observing the work of 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 may also have the opportunity to present their research findings in a public forum.

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. In order to foster greater focus about one’s research question, the seminar will also include a Speaker Series where academic researchers and community leaders 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.

Fall Course Objectives

* 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 including how to conduct a thorough literature review
* Develop an understanding of the various methodological tools available to researchers and be able to choose methods appropriate for particular research questions
Methodological Reference Books on Reserve


**Fall Seminar Requirements**

*Class Attendance and Participation: (15% of your grade)*

There are four components of your class participation grade:

1. It is expected that you will come to class prepared to discuss the readings, assignments, and ask questions of the guest speakers. More than three unexcused absences will result in points deducted from your class participation grade.
2. All ungraded assignments related to your final paper must be completed (see below).
3. You must complete an IRB ethics training due on **Tuesday, October 18**. The process of how to access the training will be reviewed in class.
4. Your signed faculty advisor agreement form (found on Canvas) will be due the last day of class, **Thursday, December 8**.

*Three Short Response Papers (10% of your grade)*

Guides can be found on Canvas.

- **#1 Social inequality and the intersection of race and class**  
  **DUE: September 15**
- **#2 Deductive and inductive reasoning**  
  **DUE: September 20**
- **#3 Ethical considerations**  
  **DUE: November 1**

*Field Experience (15% of your grade)***  
**DUE: Thursday, October 20**

You will conduct an interview with a member of an off-campus community provider or research institution that works with communities of color in the local area. You will be asked to initiate contact early on in the semester. (Information on resources will be provided by the graduate assistant during your one-on-one meetings and are also available on Canvas.) 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. The graduate assistant will assist you in contacting the field site and developing your interview guide. A guideline for this assignment can be found on Canvas.
Literature Review and Methodological Plan (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 the development of the methodology for your research study.

You will have several, checkpoint, ungraded assignments to assist you in completing a quality piece of work in addition to the graded final literature review and methodological plan. Guidelines for these assignments can be found on Canvas.

Ungraded
* Topic of interest
  DUE: Thurs., Sep. 22
* Initial literature search
  DUE: Thurs., Oct. 6
* Expanded literature search (at least 3 sources)
  DUE: Thurs., Oct. 27
* Draft of your literature review and methodological plan (final paper)
  DUE: Thurs., Nov. 17

Graded
* Final paper
  DUE: Tuesday, Dec. 13 11:59 p.m.
* Informed consent forms
* Recruitment script
* Draft data collection instruments
* Draft field site permission letter (if applicable)

Presentation of your Final Research Proposal (15% of your grade)
You will be asked to present your final paper at the end of the semester in the form of a Powerpoint (or Google Slides) presentation. You will attend all presentations, and provide constructive feedback for your classmates on their work through the presentation evaluation form (you will be provided a weblink for this purpose during the class sessions). A guideline and samples of presentations are on Canvas.

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 Prof. Piatelli’s 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.
Students Requiring Accommodations

If you have a learning disability and are requesting accommodations for this course, please register with Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center. For other types of disabilities, register with Ms. Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities. Advance notice and appropriate documentation are required for all accommodations.

Academic Integrity

All students are expected to understand the university’s policy about academic integrity. It can be found at www.bc.edu/offices/stserv/academic/integrity.html. Any violations of this policy will result in penalties prescribed by the university. A list of writing resources to assist you in citing sources is available from the library and can be found at http://www.bc.edu/libraries/help/citation/formatting.html.
Seminar Schedule

**Tuesday, August 30**
Orientation to the seminar

**Thursday, September 1**
Community-based research paradigm

*Required Readings:*


**Tuesday, September 6**
Researching across difference

*Required Readings:*

**Thursday, September 8**
Social inequality and the intersection of race and class

*Required Readings:*


**Tuesday, September 13**
(continued)
Thursday, September 15

The research process and the literature review

Required Readings:

Recommended Readings:

Tuesday, September 20

Speaker Session 1: Immigration, Deportation, Human and Civil Rights
Prof. Brinton Lykes, Lynch School of Education

Required Readings:

Recommended Readings:


Thursday, September 22
Overview of the library system

Tuesday, September 27
Speaker Session #2: Youth Advocacy and Empowerment
Prof. William Rodriguez, Chair of Juvenile Justice and Youth Advocacy, Wheelock College

Required Reading:

Recommended Readings:

*McIntyre, Alice. (2000). Constructing meaning about violence, school and community: Participatory action research with urban youth. *The Urban Review*, 32(2), 123-154. [Full participatory study working with lower income, youth of color to define action plans to address multiple definitions of violence in their community.] COURSE RESERVES

*Shetgiri, Rashmi, et. al. (2009). Risk and resilience in Latinos: A community-based participatory research study. *American Journal of Preventive Medicine*, 37(6), 217-224. [Interview based study with youth to define success on their own terms and identify barriers to reach that success, finding that mentoring was key.] COURSE RESERVES

*Wong, Nga-Wing Anjela. (2010). Cuz they care about the people who goes there: The multiple roles of a community-based youth center in providing youth community for low-income Chinese American youth. *Urban Education*, 45(5), 708-739. [Interview based study on how youth are struggling to navigate their home, community, and cultural life while adjusting to life in America.] COURSE RESERVES
Thursday, September 29
The field visit

Required Reading:

Tuesday, October 4
Speaker Session #3: Educational Inequality: Primary and Secondary Schooling
Prof. Patrick Proctor, BC Lynch School of Education?
Ms. Catalina Tang, Quincy Asian Resources and The Center for Promise

Required Reading:

Recommended Readings:
*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). [An interview based case study that examines program that incorporate one-class session during normal school day to promote academic achievement.] Routledge. COURSE RESERVES


Thursday, October 6
Speaker Session #4: Educational Inequality: College Access and Persistence
Prof. Heather Rowan-Kenyon and Prof. Ana Martinez-Aleman, BC Lynch School

Required Reading:

Recommended Readings:
*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. [An interview based study that examines what factors influence one’s motivation to attend college.] COURSE RESERVES

*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. [An overview of the model minority myths that can influence policy and experience of higher education for this racial group. COURSE RESERVES]


**Tuesday, October 11**
Building the Literature Review

**Thursday, October 13**
Speaker Session #5: Health and Healthcare
Dr. Cedric Woods, Institute for New England Native American Studies, UMass Boston College

*Required Reading:

*Recommended Readings:
*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. [Interview based study with youth and parents about barriers to a healthy lifestyle.] *Journal of Behavioral Medicine*, 32, 491-502. COURSE RESERVES


*Native American Lifelines. (2011). *Community health profile*. Urban Indian Health Institute. CANVAS


**Tuesday, October 18**

Research Ethics

*Required Assignment:
*Complete IRB Ethics Training Program online (approx. 1.5 hours).
[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 through CITI (Collaborative Institutional Training Initiative) and attach copies of the training certificate to the IRB application. An instruction sheet can be found on Canvas.
Thursday, October 20

Field Experience Report Due

Institutional Review Board Procedures
IRB Staff Visit to Classroom

Tuesday, October 25

Speaker Session #6: Cultural Competency in Health
Ms. Sriya Bhattacharyya, Ph.D. Candidate, Lynch School
Ms. Ann Brackett, Brookline Community Mental Health Center

Required Reading:

Recommended Readings:


*Nicolaidis, Christina. (2010). You don’t go tell white people nothing: African American women’s perspectives on the influence of violence and race on depression and depression care. *American Journal of Public Health*, 100(8), 1470-1476. [Focus groups with African American women that had depression and histories of violent relationships to see why many women do not seek help.] COURSE RESERVES

*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. [Using qualitative interviews, this study examines the illness experience (diabetes 2) to see how Korean immigrants view their illness and how this influences their treatment.] COURSE RESERVES

Thursday, October 27

Expanded Lit. Review Due

Writing the literature review and developing a methodological design
Tuesday, November 1  
Choosing appropriate methods  

**Recommended Readings:**  
*A reminder that Hesse-Biber’s book is available for borrowing on Course Reserves.  
Suggested chapters: In-depth interviewing; Focus group research, Ethnography, and Mixed methods research.

Thursday, November 3  
Writing an interview guide and constructing a survey  

**Recommended Reading:**  

*A reminder that Neuman’s book is available for borrowing on Course Reserves.  
Suggested chapter: Survey research.

Tuesday, November 8  
Choosing your sample  

**Recommended Reading:**  

Thursday, November 10  
Presenting your proposed project

Tuesday, November 15  
Review of final paper and IRB materials

Thursday, November 17  
Draft Lit. Review Due  
In class time to work on presentation/IRB materials

**HAPPY THANKSGIVING-NO CLASS ON TUESDAY OR THURSDAY**

Tuesday, November 29  
Research proposal presentation and peer review

Thursday, December 1  
Research proposal presentation and peer review

Tuesday, December 6  
Research proposal presentation and peer review

Thursday, December 8  
Research proposal presentation and peer review