# 2016 Application Form for
# ASC Grants for New Service-Learning Course Proposals

Application Deadline: **March 1, 2016**
You MUST use this form to submit your proposal. Please send submission
(form and supplementary materials) to Linda Hood (hood.82@osu.edu),
Executive Assistant to Associate Executive Dean Steven Fink.

1. **Working Title of Course Proposal: Studies in Ethnography 4655 (S-designation)**

2. **Applicant Information**
   - Name: Miranda Martinez
   - Title: Associate Professor
   - Department: Comparative Studies
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Abstract:
I am writing this proposal to request release time in Spring 2017 in order to concentrate on redesigning Compst 4655: Studies in Ethnography to be a sustainable, S-designated service learning course that would expose students to qualitative research practice, as well as thematically appropriate ethnographic texts.

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**3. Course Description**
- Provide general description of course goals of proposed undergraduate course.
- Provide general description of content of proposed undergraduate course.
- Provide general description of service-learning component of the course.
- Provide general explanation of how service-learning activities will contribute to the course goals.
- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

Compst 4655 has recently been put back into rotation as a regular methods course offering, but in the past it has been taught as a text based course, with reading and commenting on classic and contemporary ethnographic studies. Inclusion of actual ethnographic practice by students is at the discretion of the professor. In our diverse and interdisciplinary department it has been taught to reflect the interests of the professor who is teaching it. Right now 4655 is being taught by Nada Moumtaz, who is focusing on ethnographies of Islam, and asking students to do observations at Islamic religious spaces in Columbus. However, the first time I taught the course in Spring 2015, I included an ethnographic project dimension, focusing on themes of urban redevelopment, and reading studies that looked at issues of redevelopment, spatial inequality, and the impact of redevelopment on communities.

My Fall 2016 Studies in Ethnography course will focus again on urban redevelopment plans for the Franklinton area of Columbus. I have become acquainted with a group of residents in Franklinton, who contacted me because of my prior research into community reaction to gentrification. They are exploring ways to challenge the planned redevelopment of East Franklinton.  These residents, mostly in West Franklinton are concerned about the possibility of displacement and loss of rental housing for current residents, and about the general lack of responsiveness to resident concerns around the current plan for building more market rate housing. They need more information about the needs and concerns of residents as part of starting a new conversation about an alternative development plan that would be more inclusive and sustainable, especially for the low income residents in Franklinton.

My course description for Fall 2016 is as follows:

Compst 4655 Studies in Ethnography
Course Description
Columbus is the fastest growing city in Ohio, and one of the fastest growing cities in the country. How is this growth promoted, and who is benefitting from it? Urban political economists have done a good job of exploring the macro level forces, including technological change and globalization that have changed Columbus, and other cities. But is has been ethnographers, who observe people doing ordinary social activities, to capture what changes in a city mean for how people live, work, and think about the places they call home. This class on ethnography will offer an exposure to the history, theory and practices of ethnographic study by looking at studies of urban communities and urban redevelopment processes. We will be reading studies that capture how ethnographers examine the structures and deeper meaning of daily urban life, and

theorize its connection to broader processes of urban redevelopment. In addition, we will practice the methods of ethnography through a group project examining the people and processes that are transforming the neighborhood of Franklinton.


**Course Goals:**
• To gain hands on experience using qualitative research methods in a community based context.
• To examine how individuals and community-based groups participate in policy making around spatial uses and development in a neoliberal context.
• To observe how the power necessary to change (or maintain) community life is accumulated and exercised. And, how political entities (elected officials, public administrators, public boards and commissions) and other source of power in the community (e.g., business and corporate interests, non-profit organizations, religious organizations and the media) may react to community power.
• To explore the challenges of creating successful community change that is responsive to community needs.

**Assignment Goals:**
The writing and reflection in this course has several objectives related to the projects. Writing and reflection in this course are intended to:
• Engage with the debates around neoliberal urban development and the place of community voice in influencing urban policy.
• Engage with ethnographic practice by processing of interview and focus group notes.
• Facilitate collaboration by the class to execute the proposed research.
• Help students to process the anxieties and uncertainties of doing hands-on research so that solutions to obstacles or anxieties can be shared and processed successfully.
• Produce a collaborative final project and presentation that will give context, shape to final community based event.

**Proposed assignments are:**
• 2 short response papers on early semester readings, and course themes and concepts.
• Short Research Plan documents/Reflection on Findings and Challenges:
   2-4 page write up of observation, interview plans. Due Week 4 of classes.
   Draft questions for interview guides, focus groups. (2-3 pages)
   Mid-semester report – progress, obstacles, trouble shooting of research approach. (One page - Due week 7)
   Write up of focus group impressions, findings. (2-4 pages)
   Identifying of additional resources, data on Franklinton (2-4 pages)
   What should final community event accomplish (2-4 pages or blog post to facilitate class collaboration to plan the final event).
• Higher Stakes Findings, Processing Assignments

Draft of report section, prep for presentation of findings from focus groups. As a class we will organize our own findings, and in consultation with Franklinton residents discuss the format for final community event.
• 3-5 page reflection piece on research experience, using course readings and data, incorporating participant observation of final community event.

**Tentative Reading and Assignments** (See Appendix 1). A firmer schedule of reading and a research plan will be generated through further discussion with Franklinton partners.

4. **Community Focus and Reciprocity**
   - Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some examples of appropriate candidates for community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.*
   - Describe the community partners' participation in the development of the service project.
   - How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?
   - Describe the anticipated community benefit and impact of the service project.

The Franklinton residents I have met need more information about the needs and concerns of fellow residents as part of starting a new conversation about an alternative development plan that would be more inclusive and sustainable, especially for low income residents. They are not organized into an official group, but a number of them are active in the community as social service providers and other local groups (especially the Franklinton Gardens), they are well connected to other residents. Two of the residents are in contact with the local Episcopal ministry, and anticipate that they will write a grant to the diocese for funds to plan a new community planning process. However, they do not currently possess any organizational funding, and all work full time, so they are struggling to come up with the time and means to gather the information that will make their grant requests persuasive. Their situation strikes me as an ideal opportunity to fill a community need, and to give students a rigorous exposure to qualitative research, and allowing them to contribute to a truly grassroots community initiative as it takes shape, as people articulate new demands and ways of addressing community problems. Students will learn about organizing in communities, while providing legwork and information that can help these residents get a new initiative going.

I have applied for a grant from the Office of Service Learning to fund supplies for a research project, and to bring an expert speaker on inclusive community planning. We are still working out the details, but what we have discussed is using students to design and conduct interviews and on site focus groups that would begin to identify key problems, and areas for further study, and would prepare the way for an end of semester community "brain storming event" that would bring residents together in a forum to discuss their wishes for an inclusive Franklinton development plan. I have also contacted an eminent New York based professor and urban planner, Tom Angotti, who has written extensively on alternative community plans. That meeting and consultation with Tom Angotti will be the capstone project for allowing students to present their work, and will help this group of Franklinton residents to jump out of a cycle of low resources, so they can move their ideas forward.

Right now, I do not have an official organization to collaborate with for future iterations of the course. However, possible future partners are Franklinton Community Gardens, a growing and visible local food group that is becoming interested in having a more comprehensive

participation in land use approaches. Another possible collaborator is the Franklinton Development Association, a local CDC that is active in housing and economic development in the area. I will be approaching them during the summer to see if they have any interest in participating in this research on an ongoing basis, which would assist in making the project more sustainable.

I am requesting a course release for Spring 2017, which would be directly after teaching this course for the second time with a focus on Franklinton. A course release directly after teaching the course, will allow me to complete the course proposal with a fresh perspective on how the class works as an applied methods course on urban issues. It will also allow me to pursue leads for future collaborators that may be generated during the Fall 2016 semester. I also suggest that part of my task for Spring 2017 will be to initiate a departmental discussion with ethnographers in my department about how to design the course to be sustainable, and visible in the department's course offerings.

**5. Letter of Support from Department Chair**

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.
- Letter should also address how the course plays into the department's curriculum. For example, will course be an elective that will count toward the major? Will it request General Education status?

    Letter from Barry Shank, Appendix 2.

**Additional Tips for ASC Service-Learning Grants**

- ASC Service-Learning grant recipients will be encouraged to sign up for the Service-Learning Course Design Institute offered by the Office of Service-Learning and the University Center for the Advancement of Teaching (UCAT) in May 2016. (Exact dates to be determined.) This 18-hour institute will provide prospective instructors of service-learning courses with tools, time, and support to integrate service-learning effectively in the curriculum. It will also provide guidance on how to effectively assess service-learning courses. Any questions about the Service-Learning Course Design Institute may be directed to Ola Ahlqvist, Office of Service-Learning, 247-7997 (ahlqvist.1@osu.edu).

- Applying for an ASC Service-Learning grant does not preclude faculty from applying for other funding. For example, the **Office of Service-Learning** offers its own service-learning course grants. See information and instructions. (Their deadline is Wednesday, **February 3, 2016**. Please note that the S-L Course Design Institute is required for recipients of the course grants issued by the Office of Service-Learning.)

Appendix 1: Prospective Readings for 4655, Organized by Course Section

Part 1: Readings on Urban Development, Gentrification, Community Ethnography

Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. Environment and Planning A 40: 2674 – 2692.

Chatterjee, I. 2011. Governance as 'performed', governance as 'inscribed': new urban politics in Ahmedabad. Urban Studies 48: 2571-2590.

Cooper, M. "Spatial Discourses and Social Boundaries: Re-Imagining the Toronto Waterfront." Chapter 12 in Theorizing the City: the New Urban Anthropology, Edited by Setha Low. Piscataway, NJ: Rutgers University Press.

Florida, R. 2002. The rise of the creative class: why cities without gays and rock bands are losing the economic development race. Washington Monthly, http://www.washingtonmonthly.com/features/2001/0205.florida.html , last accessed July 26, 2013.

Freeman, L. 2006. There Goes the Hood: Views of Gentrification from the Ground Up. Chapter 3: "There Goes the Hood" (59-94).

Lefebvre, H. 1996. The right to the city. In Writings on cities, trans. E. Kofman and E. Lebas, pp. 147-159. Cambridge, MA: Blackwell

MacLeavy, J. 2008. Managing diversity? 'Community cohesion' and its limits in neoliberal urban policy. Geography Compass 2: 538-558.

Newman, Kathe, and Elvin K. Wyly. 2006. "The Right to Stay Put, Revisited: Gentrification and Resistance to Displacement in New York City." Urban Studies, Vol. 43, No. 1, (23 – 57).

Rutheiser, C. 1999. "Making Place in the Nonplace Urban Realm: Notes on the Revitalization of Downtown Atlanta."  Chapter 10 in Theorizing the City: the New Urban Anthropology, Edited by Setha Low. Piscataway, NJ: Rutgers University Press.

Vivant, E. 2013. Creatives in the city: urban contradictions of the creative city. City, Culture and Society 4: 57-63.

Part 2: Training Materials for Conducting Interviewing/Action Resources

Yvonne Guerrier.  In-Depth Interview Techniques.
2004. http://www.blc.lsbu.ac.uk/aa/aa/Multimedia/In-Depth%20Interviewing%20Techniques/player.html (an on-line lecture, requires Flash player and preferably a broad-band connection)

Nicky Britten. Qualitative Research: Qualitative interviews in medical research. BMJ 1995;311:251-253 (22 July) http://bmj.bmjjournals.com/cgi/content/full/311/6999/251

Larry D. Hubbell. False Starts, Suspicious Interviewees and Nearly Impossible Tasks: Some Reflections on the Difficulty of Conducting Field Research Abroad. The Qualitative Report Volume 8 Number 2 June 2003 195-209. http://www.nova.edu/ssss/QR/QR8-2/hubbell.pdf

James K. Doyle. Introduction to Interviewing Techniques. Handbook for IQP Advisors and Students. 2004. http://www.wpi.edu/Academics/Depts/IGSD/IQPHbook/ch11c.html

Rita S. Y. Berry. Collecting data by in-depth interviewing. Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2 - 5 1999.http://www.leeds.ac.uk/educol/documents/000001172.htm

Dennis List. Chapter 10: In-Depth Interviewing. Know Your Audience. New Zealand: Original Books. 2002. http://www.audiencedialogue.org/kya10.html

Bob Dick. Communication. Resource Papers in Action Research. 2000. http://www.scu.edu.au/schools/gcm/ar/arp/communicn.html

Bob Dick. Grounded theory: a thumbnail sketch. Resource Papers in Action Research. 2005. http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html

Brian D. Haig. Grounded Theory as Scientific Method. Philosophy of Education. 1995. http://www.ed.uiuc.edu/EPS/PES-Yearbook/95_docs/haig.html

Steve Borgatti, Introduction to Grounded Theory. n.d. http://www.analytictech.com/mb870/introtoGT.htm

Nicholas Mays, Catherine Pope. Assessing quality in qualitative research. BMJ 2000;320:50-52 ( 1 January ) http://bmj.bmjjournals.com/cgi/content/full/320/7226/50?ijkey=3bdccabe44de53f59e50c7d9e61108d97aae4c69&keytype2=tf_ipsecsha

Rosaline S Barbour, Checklists for improving rigour in qualitative research: a case of the tail wagging the dog? BMJ 2001;322:1115-1117 ( 5 May

). http://bmj.bmjjournals.com/cgi/content/full/322/7294/1115

Part 3: Readings on Presentation of Research Finding

Ronald J. Chenail, Presenting Qualitative Data, *The Qualitative Report*, Volume 2, Number 3, December, 1995 http://www.nova.edu/ssss/QR/QR2-3/presenting.html

Constas, M. A. (1992). Qualitative analysis as a public event: The documentation of category development procedures. *American Educational Research Journal, 29*, 253-266;

Lori Messinger, Using A Story-Building Approach To Research Comprehensive Community Initiatives, *The Qualitative Report*, Volume 6, Number 1 March,

2001. http://www.nova.edu/ssss/QR/QR6-1/messinger.html

Randy Stoecker, Research Methods for Community Change, Chs. 6-8

Implementing Research: A guideline for health researchers. Health Research Council of New Zealand. 2004. http://www.hrc.govt.nz/assets/pdfs/publications/implres.pdf

THE OHIO STATE UNIVERSITY

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March 1, 2016

Associate Executive Dean Steve Fink
S-Learning Program
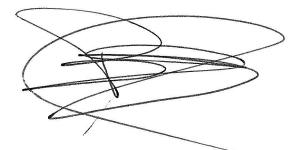College of Arts and Sciences
The Ohio State University

Dear Steve,

I write to convey the support of the Department of Comparative Studies for the S-Learning Course proposed by Associate Professor Miranda Martinez. Professor Martinez proposes to add an S-Learning designation to our existing course 4655, Studies in Ethnography. This course has recently entered our regular rotation, given our addition of several new faculty members with expertise in ethnographic methods. It currently fills a distribution requirement for a course with a research emphasis in our major.

The existing version of the course, without the S-Learning designation, provides advanced training for undergraduates in ethnographic methods, but to date has lacked a significant grounding in local communities and their specific needs. Martinez's modification of the course will ensure that future offerings will be tightly connected to community partners. This assurance will have further effects on the course, such as grounding the ethics of ethnographic research in mutually beneficial results shared by the community partners and the students in the class.

The proposed course will focus on a particular neighborhood of Columbus, Franklinton, as a complex urban site of growth, where growth is understood economically as well as culturally. It will analyze the deeper meaning of urban life as well as its redevelopment in its specific location. Students should be attracted to this version of the class because of its focus on a dynamic approach to arts, food, and music. They will learn much about the relationships among those factors and economic changes, even as they encounter existing communities who have an interest in that neighborhood that is not served by those changes. With an S-Learning designation and the requisite community partners, this version of the course will provide a tremendous learning opportunity.

Yours,

Barry Shank
Professor & Chair