

# **Doing community-based research in the Humanities: Knowledge for society**

Course manual

**TC3V19001**

Spring 2020 - Block 3

Course instructors:

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Time slot B

Tuesday 9:00-10:45

Thursday 13:15-17:00

## **Course Description**

How can scholars use their knowledge to impact society, and humanities scholars in particular? This course introduces you to principles of community-based research and helps you put these into practice in the city of Utrecht and environs. You learn how to function as independent and autonomous humanities specialists, while making the outcomes of your work meaningful for society.

The course supports you in preparing a project proposal for community-based research to be carried out either as an individual research internship or bachelor thesis project. A goal is to create new knowledge that not only reflects your interests and expertise, but also responds to the needs of communities that you work with. The course addresses the questions important for that process. These include:

- How can local organizations benefit from research that involves, for example, aspects of language, media, ethics, culture or history?
- How do you identify the needs of such organizations and the communities they serve?
- How does working with ideologically driven organizations or public institutions compare to working with commercial businesses?
- How do you make and maintain contacts with stakeholders?
- What are your responsibilities towards these stakeholders, and towards your discipline?
- What knowledge and skills can you put to use in community-based research?
- What are other considerations in developing viable projects that connect communities with relevant research?

The course presents opportunities for practicing skills that are essential for formulating and carrying out a community-based research project, in a class team with students from different academic backgrounds. These include skills involved in:

- communicating in multidisciplinary settings;
- engaging and collaborating with stakeholders;
- engaging in cultural entrepreneurship;
- determining purpose of research and its questions;
- presenting and reporting for different audiences;
- adhering to codes of conduct for conducting research;
- budgeting and planning time feasibly.

You apply these skills in preparing a proposal for an empirical research project that you develop in collaboration with stakeholders or representatives from partner organizations in the broader community. The course thus prepares students for individual bachelor research internships (level 3) or bachelor thesis projects. Students who continue to carry out their individual projects are supported after the course ends by peer consultation teams under guidance of a faculty member, and participate in a final public symposium presenting initial outcomes of their community-based projects.

## **Course Aims**

After completing this course, students can:

- Apply the knowledge, research methods and skills developed in disciplinary contexts in a broader societal context;
- Apply questions and insights from their disciplines to the needs of stakeholders in the broader community;
- Address the complexities of research that meets the needs of community partners and stakeholders;
- Draw up a research plan for community-based research with community partners and stakeholders;
- Communicate insights from their discipline to an intellectually and socially diverse public;
- Collaborate in a context of disciplinary and societal diversity.

## **Materials**

- Research Handbook (your choice)
  - English: de Jong, J. 2017. *Effective Strategies for Academic Writing*. Uitgeverij Coutinho.
  - Dutch: Oost, H. & Markenhof, A., any edition. *Een onderzoek voorbereiden*.
- Additional texts will be used and made available via links in Blackboard.

## **Course Structure**

This course has a practical focus on the principles of community-based research, which are contextualized by readings, guest lectures and your own experiences in the field. Class sessions include lectures and plenary discussions with your classmates and (guest) teachers, as well as working group sessions, during which you work independently in smaller groups. One week of the term is also dedicated primarily to preliminary field work for your project proposal (week 3). See detailed course schema below.

## **Submitting Work**

Assignments are due by digital submission in Blackboard by the date and time indicated in the course calendar and entered in Blackboard. Assignments may be submitted in Dutch or in English, as you prefer.

## **Academic Accommodations**

Students with special needs that require academic accommodations can arrange appropriate learning accommodation agreements with student advisors / student life officer for their degree program, and are asked to provide a copy of the learning accommodation agreement to the instructors as soon as possible. Accommodations can be guaranteed only for students provide a learning accommodation agreement at least two weeks before accommodations are needed.

### **Academic Integrity**

Students should be fully aware of faculty / degree program regulations and their implications for the handling of academic integrity (see your degree program's OER / Academic Rules & Regulations). When a violation is suspected, the matter will be handled in accordance with these regulations.

### **Evaluation**

Evaluation in the course is based on these components (as also listed in Osiris):

- |                           |     |
|---------------------------|-----|
| • Participation           | 10% |
| • Written assignments     | 20% |
| • Final reflection report | 5%  |
| • CBR project proposal    | 50% |
| • Presentation            | 15% |

### **Participation**

Active participation is crucial to your success and the learning of your fellow students. Participation is especially important for the many class sessions in which you and your fellow students are responsible for discussion; making the most of these requires being well prepared and engaging actively with the material for discussion. Final participation grades will reflect instructors' evaluation as well as the self-evaluation submitted in week 8. Self-evaluation instructions and criteria are posted in Blackboard.

### **Attendance**

Attendance is essential to your success as a class participant: when you are not present, you cannot participate! You are expected to attend all classes. If circumstances force you to miss a class, inform the instructors (ahead of time if possible) via e-mail application in Blackboard. See the participation criteria in Blackboard for more information.

### **Mobile phones**

Mobile phones must be turned off or set to flight mode during all class sessions. Disruption caused by mobile phones impact participation negatively.

### **Laptop/Tablet Use**

Laptops/tablets are not needed, and their use is disallowed, during activities where you are expected to participate in discussion and attend to the contributions of others. Exceptions will be made for students who have a learning agreement for a condition that requires the use of electronic devices (see academic accommodations).

Why? A growing body of research shows that people generally understand and retain more when they take notes by hand, and that the mere presence of electronic devices around them is problematically distracting even for students who are not actively making use of them (for a summary of that research, see [this 2017 article from the New York Times](#)).

Use of laptops or tablets is allowed during in-class working sessions. If you have a laptop or tablet to use during such sessions, bring it along so that others who may not have one to use can work with you. Sharing is caring!

## **Written Assignments**

Written assignments are not individually graded, although responses and feedback will be provided to the work that is submitted by deadline. Cumulative evaluation of quality of all assignments submitted is done only at the end of the term.

### *Reflection reports*

Three reflection reports are required in the first half of the course. To help you prepare these, prompts appear under Assignments in Blackboard. A reflection report is a coherent first person (e.g., *I, me, my*) text (500-750 words) that discusses your responses and reflects academically on the themes and questions of the previous week. Making clear and explicit reference to themes coming from materials, discussion or other class-related activities, your reflection report should be more than a summary, and make reference to relevant ideas coming from your own academic interests/background, your experience, and encountered in literature read in preparing your project proposal (with appropriate use of citation conventions).

### *Fieldwork Log*

Your log documents the exploratory field work that you engage in during week 3. It reports on the activities that you engage in, the observations you make and your reflections about these experiences. A template is provided via Assignments in Blackboard.

### *Research question, aims & outline of proposal*

This is a preliminary version of your ideas for your project proposal that gives a sense of the direction that you would like to take. These ideas must be discussed with your own academic supervisor and representative stakeholder(s).

### *CBR project proposal draft*

This is first version of your complete proposal on which you receive feedback from course teachers and peers. It is also submitted to your own academic supervisor and representative stakeholder(s) for their feedback so that you can incorporate this in your final version.

## **Final Reflection**

This is a coherent, first person text (500-750 words) that reflects on the different things that have learned through the process of preparing your project / proposal in the context of the course. Consider how and why your views and expectations of research have shifted, with regard to your personal and academic goals, and the challenges that you expect to face in carrying your project out.

### **CBR Project Proposal**

This proposal is the capstone assignment of this course, and provides the basis you need for success in carrying out your research internship or thesis project. The proposal addresses a problem or question identified in cooperation with one or more stakeholders, informed by the guidance of your academic supervisor for the project. The proposal includes discussion of role of stakeholder(s) in framing the question; relevance of question to academic literature, including review of relevant literature (academic sources); appropriate methods; feasible planning for time frame of project. Evaluative feedback from stakeholder representative and/or academic supervisor will be taken into account in final evaluation of the proposal by instructors.

Note that you submit your research questions and aims with outline of your proposal (week 5) and a complete draft of your proposal (week 7) for feedback; these are not graded individually, and are included under written assignments in final evaluation. The final version is due in the last week of the term.

### **Presentation Assignment**

In the final week of the course, you present your individual community-based research proposals, for final questions and feedback from peers, teachers, and guests (including potential supervisors and representatives from community organizations).

## Course Schema

DATES		THEME	CLASS MEETING ACTIVITIES	TO PREPARE / SUBMIT
			Individual consultation	Submit beforehand: Intake ideas and expectations
<b>Week 1</b>	04/02	Society & the role of research	<p>Introductions</p> <p>Discussion: Traditional research vs. CBR Societal value of the Humanities</p>	<p>Read: Bate, J. 2011: Introduction, pp. 1-14 Gosden, C. 2011 And your point is...? Ch.23 In Bate, pp.295-302</p> <p>Read/view additional materials (see links in Blackboard)</p> <ul style="list-style-type: none"> <li>• About Participatory Methods. Website.</li> <li>• CBR: Our approach. Website.</li> <li>• van Dam, S. 2014. The Value of the Humanities. Documentary film.</li> <li>• Strand et al, 2003. Origins and principles of community-based research, in <i>Community Based Research in Higher Education</i>, pp. 1-15</li> </ul>
	06/02	Participating and observing	<p>Ethnographic methods: Interviews Guest Teacher: <a href="#">Deborah Cole</a></p> <p>Guest: Dirkje v/d Berg (Taal Doet Meer)</p>	<p>Handbook reading: de Jong, Ch. 3, pp. 53-71; or Oost &amp; Markhof, Hoofdstuk 1 &amp; 2, pp. 11-29.</p> <p>Read/view additional materials (see links in Blackboard)</p>
	07/02			Submit Reflection Report 1

DATES		THEME	CLASS MEETING ACTIVITIES	TO PREPARE / SUBMIT
<b>Week 2</b>	11/02	Project planning	Guest Speaker: <a href="#">Joost Dankers</a>  Planning fieldwork/observation week	Handbook reading: de Jong, Ch. 5, pp. 107-115; or Oost & Markhof, Hoofdstuk 6 & 7, pp. 59-69.  Read: <ul style="list-style-type: none"> <li>• Executive summary, p. 19-21 in Luiten van Zanden, J., Baten, J., d'Ercole, M., Rijpma, A., Smith, C. &amp; Timmer, M. (Eds.), <i>How Was Life? Global Well-being since 1820</i>. OECD Publishing.</li> <li>• Szreter, S. 2011. History and Public Policy, Ch. 17 in Bate, pp. 219-231.</li> <li>• One additional chapter from either Bate 2011 or Luiten van Zanden et al 2014 (your choice!)</li> </ul>
	13/02		Guest Teacher: <a href="#">Marijke Huisman</a>  Peer consultation: observation week plans	Handbook reading: de Jong, Ch. 3, pp. 71-81 and Ch. 4, pp. 83-96 or Oost & Markhof, Hoofdstuk 3 & 4, pp. 30-48  Read/view (see links in Blackboard) <ul style="list-style-type: none"> <li>• Asociaal noemden ze het toen. Wonen onder Toezicht. 1991. Documentary.</li> <li>• Echte Wijk C-er's. 2012. Documentary</li> <li>• Strand et al. 2003: pp. 16-33.</li> <li>• Paul Ashton &amp; Alex Trapeznik, 'INtroduction - The public turn: History today', p. 1-8</li> <li>• Meg Foster, 'First encounters: Approaching the Public Past', p. 159-171</li> </ul>
	14/02			Submit reflection report 2



DATES		THEME	CLASS MEETING ACTIVITIES	TO PREPARE / SUBMIT
<b>Week 3</b>	18/02	Fieldwork observation	<b>No class meeting</b> This week spend at least twelve hours observing and interacting with potential stakeholders / representatives of stakeholder organizations.	
	20/02		<b>15:30-17:00</b> (later start!) Peer consultation: Reporting on & exchanging experiences	Handbook reading: de Jong, Ch. 5, pp. 107-115; or Oost & Markhof, Hoofdstuk 5, pp. 49-58.
	21/02			Submit Field Work Log
<b>Week 4</b>	25/02	CBR Responsibilities	Discussion: Ethics and politics in CBR	Read (links in Blackboard): <ul style="list-style-type: none"> <li>• Faharani, F. 2010. On being an insider/outsider: a diasporic researcher's dilemma. Ch. 8 in <i>Education without Borders</i>.</li> <li>• Strand et al. 2003. Methodological Principles for CBR, in <i>Community-based Research and Higher Education</i>, pp. 71-95.</li> <li>• <a href="#">Netherlands Code of Conduct for Research Integrity</a>, 2018, pp. 13-14 (<a href="#">in Dutch</a> Nederlandse gedragscode wetenschappelijke integriteit)</li> </ul>
	27/02	Using visual media	Guest teacher: <a href="#">Sanne Sprenger</a>	Read/view (links in Blackboard): <ul style="list-style-type: none"> <li>• Brouwer A., &amp; Sprenger S. 2008. Big loss of a little neighborhood (Het grote verlies van een kleine wijk). Documentary film.</li> <li>• Other sources pending</li> </ul>
				Submit reflection report 3

DATES		THEME	CLASS MEETING ACTIVITIES	TO PREPARE / SUBMIT
<b>Week 5</b>	03/03	What do you bring?	Guest: <a href="#">Sjoer Bergervoet</a>	Submit midterm evaluation: [1] Self-evaluation participation I [2] Course impression  <i>Optional:</i> bring preliminary question / aim & outline to class for teachers' input
	05/03	Seeing the City	Guest speaker: <a href="#">Rick Dolphijn</a>  City Tour <b>15:00-17:00</b>	Read/view (links in Blackboard) <ul style="list-style-type: none"> <li>Wark, M. 2011. New Babylon, in <i>The Beach beneath the Street</i>, Verso Books, pp. 135-145.</li> </ul>
	06/03			Submit research question, aims & outline for proposal
<b>Week 6</b>	10/03	SDGs for everyone?	Discussion: SDGs: Critical look / Creating meaning	Read/view (links in Blackboard) <ul style="list-style-type: none"> <li>UNDP Website</li> <li>Other sources pending</li> </ul>
	12/03	Questions and Methods	Workshop: Data versus Analysis  Peer consultation	Handbook reading: de Jong, Ch. 4, p. 96-104
<b>Week 7</b>	17/03	Including audiences	Workshop: Pragmatic considerations for intended audience	Read/listen (links in Blackboard) <ul style="list-style-type: none"> <li>Sometimes explain, always complain. Codeswitch Podcast. 27 November 2019.</li> </ul>
	19/03		Focus Group: Evaluation Session  Individual consultations	

DATES		THEME	CLASS MEETING ACTIVITIES	TO PREPARE / SUBMIT
	20/03			Submit proposal draft
<b>Week 8</b>	24/03	Dealing with feedback	Discussion: Getting, giving and using feedback	Read/view (links in Blackboard) <ul style="list-style-type: none"> <li>• Other sources pending</li> </ul>
	26/03		Peer feedback sessions	
<b>Week 9</b>	31/03	--	<i>No class meeting</i>	Submit self-evaluation participation II Submit final reflection
	02/04	Mini-symposium	Presentations on research project	
	03/04			Submit final proposal

**Progress overview**

<b>Week</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Orientation	X								
Prepare exploratory fieldwork		X							
Exploratory fieldwork			X						
Fieldwork log			X						
Research question & aims				X	X				
360° feedback RQ & aims						X			
Finalizing methodology				X	X	X			
Project proposal draft						X	X		
360° feedback proposal								X	
Presentation									X
Final project proposal									X
Individual reflection	X	X		X					X