

**Georgetown University**  
**Department of Sociology and Anthropology**  
*Tentative: Department of Psychology*

**Project D.C.: Community-Based Research Internship**

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SOCI-437  
Class Meetings: T, Th 11:40- 12:55  
Office Hours: T, Th 1:30 – 2:30  
and other times by

SYLLABUS

The Project D.C. course is designed as a community-based research (CBR) seminar. The central feature of the course is that each student will work in a research internship with a community-based organization (CBO) in order to undertake a collaborative research project of value to the organization. The student, site supervisor, and faculty member will collaborate in the design of the project—to which all three parties will agree—which will be carried out by the student over the course of the academic year. The research process and product are intended to help advance the social justice work of the CBO and the student's academic and personal development.

**Course Overview:** You are expected to work as an intern for 6-8 hours per week for the CBO **in addition to the time spent on class assignments.** (Please note: commuting time *does not count* as part of this 6-8 hours per week.) Some of the research work you undertake for your project may take you away from the CBO site—for example, conducting interviews in the community or researching materials in the library. This work should be counted as part of your hours toward the project. At the beginning of your internship experience, however, it is likely that the bulk of your time will be spent on site at the CBO, as you learn about the organization's activities. Even when you are off site, you are still responsible to the site supervisor to keep him/her posted as to the location and nature of your work and your schedule.

In addition to the research internship work, there will be regular class readings and discussion, presentations to the class based on your work, and other written products related to the larger project to be turned in. An important component of all of this work will be your journal, which will entail **descriptive** field notes, **analysis**, and **reflective** writings done on a weekly basis. You will be responsible for creating a work plan during the first month of the course and updating it throughout the process. The work plan will include a description of the work that you will be doing at the site, the nature of the specific research project to be undertaken, a timeline for the tasks to be done and who will do them, a preliminary bibliography of readings on your topic, a description of the form the project report will take, how it will be used, and your thoughts on how you should be evaluated on it.

The core readings for the course are designed to give you an overview of the community-based research methodology and some background about urban problems on which you will be working. We will use as our core text a book that I have co-authored, Community-Based Research and Higher Education: Principles and Practice, based in part on my teaching this course in the past. We will also read Leedy and Ormrod's Practical Research, to provide you with an overview of applied research methods. You will be expected to do additional readings relevant to the substantive topic as well as the research methods that you employ in your CBR project. As a writing resource, WE will have you read A Guide to Writing Sociology Papers, which provides you with the essentials of a good research paper and a primer on how to use various data sources. To help us with our reflection and critical analysis, WE will ask you to read Common Fire: Leading Lives of Commitment in a Complex World, which raises the tough questions about doing social justice work and providing inspirational stories about people who have found ways to effectively build lives around social justice transformation work.

An exciting, new feature that I have added to the course this year is the capacity for you to create websites for your course work and project. Working with the Center for New Designs in Learning and Scholarship (CNDLS), we have created a web "scaffold" for you to build a web site based on your course work. Thus, pieces of the work that you will be creating as assignments for the course will be posted, to make your scholarly work public. As you complete your project, WE will be asking you to create a second website focused entirely on your project results, again in the interest of making your research public in a way that will benefit your CBO partner.

After the first 3 weeks, as you are settling into your site and establishing the outlines of your research project, WE will meet with you on a one-to-one basis to discuss your projects and review your work plans. During these periods of faculty-student meetings, we will meet only one time per week as a full class.

The research project will serve as the major component of your course work (and grade), and most of the assignments along the way will contribute to this larger enterprise. As we proceed, you will be asked to turn in progress reports, components of the overall project (e.g. literature review, methodology report), journal entries, and auxiliary materials (e.g. issue papers, policy reports, newsletter articles, or fact sheets that you have prepared). In addition, you will be making periodic presentations to the class about your project and presenting case study summaries. WE expect you to attend class and to participate fully in all class discussions. Although there is no weekly attendance sheet to track the number of hours to be worked at your site, WE expect you to put in **at least 80 hours per semester** of work related to your CBR project. This translates into a major and regular commitment in your schedule of at least 6-8 hours per week. Your journal entries, plus my regular contact with your site supervisor, will ensure that you are spending sufficient time at your site. Failure to work the minimal number of hours will result in a failure for the course. Your site supervisor will be asked to evaluate your work on the project and to provide me with an estimate of the amount of time worked on it.

Your work on the project will continue throughout the entire academic year, so WE do not expect a "completed" project by the end of the first semester. Your CBR research project will continue in the spring semester in conjunction with SOCI 438. If you are not planning to continue the course during the spring semester, or should your situation change abruptly during the fall semester so that this is not possible, please see me at once to discuss how

you will arrange for your project to be completed. Our CBO partners, plus the reputation of the university and my own personal relationships with them, are depending on you to do a good job, so please do not disappoint us.

**Course Goals:** The goals of this course are:

- 1) to provide you with an experiential learning process through which you will understand and learn how to undertake social science research;
  - § produce a sound research design.
  - § create a practical work plan for undertaking the research.
  - § gather and analyze data, resulting in a written report.
  - § produce supporting documentation and all of the elements of a research report.
  
- 2) to provide you the support, guidance, and fruitful site opportunities to ensure that your research results are of value to the community;
  - § provide lists of opportunities with pre-screened partners and meet with you to create an appropriate partnership.
  - § work together (student, faculty, community partner) to create a research plan and carry out the process.
  - § develop a plan so that the results will be utilized by the community organization to advance social change.
  
- 3) to provide you with the opportunity and experience of working collaboratively in the community, as part of a diverse team, to contribute to an ongoing social change initiative;
  - § work at the site, with its staff, volunteers, and constituents, undertaking work valued by the organization.
  - § write and reflect on how your work contributes to larger social policy issues and/or social change initiatives.
  - § produce resources (e.g. op-ed pieces, issue papers, newsletter articles) that are of value to the CBO and/or its constituents.
  - § reflect on the meaning of this work for your personal development, values formation, civic engagement skills development, and career expectations.
  
- 4) to provide the reading and background materials about community-based research, methodology, and theory to enable your research results to be of high quality;
  - § produce abstracts and literature summaries contributing to the success of the project.
  - § contribute to the growing body of literature on CBR pedagogy, research, and campus engagement.
  - § produce work that can be presented publicly and/or published in various formats.

WE believe that this CBR internship over the course of the school year provides you with the time to concentrate on this activity, to develop a valuable project, and to produce a high quality report. The small number of students in the course, the ongoing partnerships that we have with community organizations, and the special guests that will contribute to the course will provide you with the intensive support you will need to make this project valuable. We are very excited about the potential contributions this course can make, the high quality educational experience that you will have, and our ability to work closely together throughout the year. This course is a collaborative project and both WE and the community partners are

open to hear your input. Let's work together to make this the most memorable educational exercise of your undergraduate career!

**Grading:** Grades for the course will be based on your research project, your work plan, journal entries, abstracts, bibliography, and short papers produced throughout the semester; your contributions to the class (attendance, participation, shared insights and experiences); your presentation of material in class, to community partners, and during one-on-one meetings with me; an evaluation by your site supervisor; and a self-evaluation.

**Required Readings:** The readings listed below are required. You will need to do substantial amounts of additional readings related specifically to your project. You should complete the reading assignment **PRIOR** to the class for which it is assigned and come to class prepared to discuss it. The required texts for the course are:

The Sociology Writing Group, A Guide to Writing Sociology Papers (5<sup>th</sup> ed) (SWG);  
Leedy, Paul, and J. E. Ormrod, Practical Research (7<sup>th</sup> ed.) (PR);  
Daloz, Laurent, C. Keen, J. Keen, and S. Parks, Common Fire: Leading Lives of Commitment in a Complex World (CF);  
Strand, Kerry, S. Marullo, R. Stoecker, N. Cutforth, and P. Donohue, Community-Based Research and Higher Education: Principles and Practices (Strand *et al*).

Community psychology readings

Dalton, Elias & Wandersman (2001). Community Psychology: Linking individuals and communities.

**Recommended Readings:** In addition to the required readings, there are several other excellent resource books you may wish to consult. By area of specialization, these are:

Action and Community-based research:

Andranovich, Gregory and Gerry Riposa, Doing Urban Research;  
Greenwood, Davydd and Morten Levin, Introduction to Action Research;  
Hope, Anne, and Sally Timmel, Training for Transformation;  
Maurrasse, David, Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities;  
Murphy, Danny, et al. (eds.), Doing Community-Based Research: A Reader;  
Nyden, Philip, et al (eds.), Building Community;  
Project South, Popular Education for Movement Building: A Project South Resource Guide;  
Smith, Susan, et al (eds) Nurtured by Knowledge: Learning to Do Participatory Action-Research;  
Stringer, Ernest, Action Research: A Handbook for Practitioners;

On Community and Urban Sociology:

Kleniewski, Nancy, Cities, Change and Conflict;  
Kretzmann, John, and John McKnight, Building Communities from the Inside Out;  
Macionis, John, and V. Parrillo, Cities and Society;  
McKnight, John, The Careless Society: Community and Its Counterfeits;

Sociology Writing:

Mills, C. Wright, The Sociological Imagination;

Johnson, William A., Jr., et al., The Sociology Student Writer's Manual;

Psychology:

Publication Manual of the American Psychological Association.

**Research Project Partnerships**: On the first day of class, WE will distribute a list of possible research projects. These projects have emerged as a result of ongoing relationships among the CBOs, Georgetown University, and the Community Research and Learning (CoRAL) Network. WE urge you to take on one of these projects, so that you may contribute to the good works of the organization and make a positive contribution to the developing institutional relationship between Georgetown and the CBO. You are also free to present to me a proposal for a research collaboration with another community organization ***with which you already have an ongoing relationship***. Please let me know that you are considering such an option immediately. WE strongly discourage you from seeking to develop a new relationship on your own, apart from the institutional partnerships already listed, for the purposes of this course.

Let me impress upon you that you are an “ambassador” and representative of the university in your relations with these organizations. We will discuss the appropriate perspectives, demeanors, and characteristics that you should exhibit in your relationships with community members. Please keep in mind that others have gone before you, in some cases investing tremendous time and energy to establish and develop these relationships; and that others will come after you to further advance them. Please do not dishonor or misuse the trust that has been grown over time, and do your utmost to nurture and develop it further—passing on a stronger relationship than you inherited.

**Guiding Principles of Service-Learning and CBR**: There are two sets of principles that guide how we will operate in this course. The first is a set of principles of service-learning pedagogy, to insure that your professional research service and learning is combined in ways that benefit both your learning and the community's desires. The second is a set of CBR research principles, guiding how the research should be done.

The first set principles is derived from a meeting convened by the National Society for Experiential Education (NSEE) and the Campus Compact in 1989, gathering together service-learning practitioners at the Wingspread Conference Center in Wisconsin. The group formulated a document, “Principles of Good Practice for Combining Service and Learning,” known as the Wingspread Principles, which articulates the principles to which we would like to adhere in our activities in this course. WE enumerate them here in order to introduce you to these principles and to establish the foundation upon which you will undertake your community-based research project. We will conduct the entire course in accordance with these principles, and WE encourage you incorporate this mode of thinking with respect to all aspects of this course.

The second set of principles draws on a tradition of participatory action research and activist research, through which scholars have attempted to use their intellectual resources to promote social justice objectives. In particular, a group of seven universities have

collaborated in establishing local CBR networks over the past six years, with the support of the Corporation for National and Community Service and the Bonner Foundation. Georgetown is one of these institutions. The directors of these projects have met together on several occasions to document and assess their learning from these experiences. Our course text book is an outgrowth of this ongoing collaboration. The CBR principles specified below are our attempt to crystallize the highest values that guide this work. The summary below is drawn from the first chapter of the CBR book, where these principles are explained.

### ***Wingspread Principles for Service Learning***

- 1) An effective [service-learning] program engages people in responsible and challenging actions for the common good. [Given the Catholic, Jesuit mission of Georgetown, we note our institutional “preferential option for the poor.”]
- 2) An effective program provides structured opportunities for people to reflect critically on their service experience.
- 3) An effective program articulates clear service and learning goals for everyone involved.
- 4) An effective program allows for those with needs to define those needs.
- 5) An effective program clarifies the responsibilities of each person and organization involved.
- 6) An effective program matches service providers and service needs through a process that recognizes changing circumstances.
- 7) An effective program expects genuine, active, and sustained organizational commitment.
- 8) An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- 9) An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- 10) An effective program is committed to program participation by and with diverse populations.

### ***CBR Principles***

- 1) CBR is a *collaborative* enterprise between researchers (professors and/or students) and community members.
- 2) CBR *validates multiple sources of knowledge* and promotes the use of *multiple methods of discovery* and of dissemination of the knowledge produced.
- 3) CBR has as its goal *social action and social change for the purpose of advancing social justice*.

**Journal Guidelines:** Your journal will serve multiple purposes, from documenting your actions in the community, to serving as a “testing” area for your analysis, to being a “safe space” for you to discuss your experiences in and response to the community, the readings, and your project. WE will give you some specific guidelines on a weekly basis for the three

types of entries that you should make in your journal. WE will collect them every few weeks to provide you with feedback. Periodically, WE will ask you to exchange journal entries with a partner in class, to provide feedback to each other on your journals. Your journal should be kept electronically, as you will be using it for ongoing analysis and paper presentation. Some of the entries will be shared with others, while others you may wish to keep for yourself or to share only with me. We will develop operating rules for maintaining confidentiality for your community partners as well as yourself.

**Daily Reading Assignments:** WE have prepared a separate assignment sheet to help you keep up with reading assignments, journaling assignments, and to track progress on your project. Please refer to that sheet. Remember that you should do reading assignments BEFORE the class on which they are due, as we will discuss them in class on the assigned date. **NOTE: THESE ARE SUBJECT TO CHANGE, TO BE ANNOUNCED IN CLASS**

**Closing Comment:** Through your participation in this course, you are part of a growing national movement on civic engagement in higher education. The service-learning movement has been around for only the last fifteen years. Georgetown has been at its forefront, beginning with the inception of the national Campus Compact in 1986, co-founded by GU President Tim Healy. The development of community-based research, as defined in this course, is the next new stage in the development of this movement. Let me encourage you to take fullest advantage of this groundbreaking opportunity so that both you and your community partner reap the greatest rewards possible through our collaborative work in this course.



**Georgetown University  
Department of Sociology and Anthropology**

**Project D.C.: Community-Based Research Internship**

SOCI-438

Class Meetings: T, Th 1:15-2:30

Class Location: ICC 113

Professor Sam Marullo  
Office: ICC 596  
Phone: 687-3582  
E-mail: marullos@georgetown.edu  
Office Hours: Tuesdays 3-4pm  
*and other times by appointment*

Professor Deanna Cooke  
Office: Poulton Hall 130  
Phone: 687-8978  
E-mail: dyc4@georgetown.edu  
Office Hours: Tuesdays 4-5pm  
*and other times by appointment*

**SYLLABUS**

This is the second semester of the Project D.C. community-based research seminar. The central feature of the course is that each student will continue to work on and complete the collaborative research project undertaken with a community-based organization (CBO), which they started last semester. The student, site supervisor, and faculty member have collaborated in the design of the project to benefit the organization—to which all three parties have agreed—that will continue to be carried out by the student over the course of this semester. The research process and product are intended to help advance the work of the CBO and the student's academic and personal development.

**Course Overview**

You are expected to work as a CBR researcher for 6-8 hours per week for the CBO in addition to the time spent on class assignments. Some of the research work you undertake for your project may take you away from the site—for example, conducting interviews in the community, observing constituents at a program site, or researching materials in the library. This work may be counted as part of your hours toward the project. However, even when you are off-site, you are still responsible for keeping the site supervisor posted as to the location and nature of your work.

In addition to the research internship work, there will be regular class readings and discussion, presentations to the class (and others) based on your work, and other exercises related to the larger project to be turned in. You will be responsible for maintaining and revising the research proposal that you have developed, in consultation with the professors and site supervisor. In addition, you will keep an activity log throughout the semester and

post it to Blackboard on a weekly basis. Your web poster will continue to serve as the “public face” of your work, so you should keep this up-to-date throughout your research.

The research project will serve as the major component of your course grade. Along the way, you will be asked to turn in components of the overall project (e.g. summary of “best-practices,” methodology report, data analysis), and auxiliary materials (e.g. media op-ed piece, fact sheets, and popular education pieces that you have prepared). In addition, you will be making periodic presentations to the class about your project and presenting case study summaries. Near the end of the semester, you will be presenting your work publicly, at a community-based research conference hosted by George Washington University, April 30, 2004. We expect you to attend class and to participate fully in all class discussions. **You are also expected to meet with the professors as a team on a bi-weekly basis.** Although there is no weekly mandatory number of hours to be worked at your site, we expect you to put in **at least** 80 hours per semester of work related to your CBR project. This should be a major and regular commitment in your schedule of at least 6-8 hours per week. Failure to work the minimal number of hours will result in a failure for the course. Your site supervisor will be asked to evaluate your work on the project and to provide us with an estimate of the amount of time worked on it.

Your work on the project will continue from the fall semester, which produced a detailed proposal and work plan. The first draft of your completed project report will be due the first week in April. This will allow for both your professors and the site supervisor to provide you with feedback and make suggestions for revising the report. Your final portfolio for the course, including the revised report and other products, will be due May 2<sup>nd</sup>.

### Course Goals

The goals of this course, along with their measurable objectives, continue and extend those of the first semester.

- 1) To provide you with an experiential learning process through which you will complete a sociological research project:
  - carry out your research design;
  - gather and analyze your data;
  - write and revise your analysis to meet the needs of the CBO and the course.
- 2) To provide you the support and fruitful site opportunities to ensure that your research results are of value to the community and strengthen the university-CBO partnership
  - work together (student, faculty, community partner) to carry out the research plan so that the results will be utilized by the community organization;
  - build the interpersonal trust among collaborators involved in the project.
- 3) To provide you with the opportunity and experience of working collaboratively in the community, as part of a diverse team, to contribute to an ongoing social change initiative:
  - work at the site, with its staff, volunteers, and constituents, undertaking work valued by the organization;
  - write and reflect on how your work contributes to larger social policy issues and/or social change initiatives;
  - produce resources that are of value to the CBO and/or its constituents.

- 4) To provide the reading and background materials about community based research, methodology, and theory to enable your research results to be of high quality:
- integrate sociological theory and applied research to better understand the underlying causes of the social problem your research addresses;
  - produce work that can be presented publicly and/or published in various formats;
  - contribute to the growing body of literature on CBR pedagogy, research, and campus engagement.

Our experience from the first semester has enabled us to build the relationships we need to undertake this work and to acquire a better understanding of the research that is needed by the CBO. It has enabled you to create a sound work plan, read some of the relevant sociological literature, and to begin gathering data. During this semester, you will be able to:

- complete your data gathering;
- better your understanding of the theoretical issues in the literature and the practical constraints confronting the community;
- analyze your results; and
- apply them to the social change activities of the CBO.

We remain excited about the contributions that your research will make in the community, the high quality educational experience that you will have, and our ability to work closely together throughout the rest of the year.

### Grading

Grades for this course will be based on the following:

• Your research project:	50%
• Weekly activity logs:	5%
• Popular education & Op Ed:	5%
• Short papers & other assignments (including international blog exercises):	10%
• Your contributions to the class:	10%
○ (attendance, participation, shared insights and experiences)	
• Your presentation of material during group meetings with professors:	5%
• Evaluation by your site supervisor:	5%
• Peer evaluation:	5%
• Submission of completed portfolio:	5%
	----- 100%

## Required Readings

The readings listed below are required. You should complete the reading assignments **PRIOR** to the class for which it is assigned and come to class prepared to discuss it.

### The required texts for the course are:

- Leedy, Paul, and J. E. Ormrod, Practical Research (7<sup>th</sup> ed.) (PR);
- Daloz, Laurent, C. Keen, J. Keen, and S. Parks, Common Fire: Leading Lives of Commitment in a Complex World (CF);
- Strand, Kerry, S. Marullo, R. Stoecker, N. Cutforth, and P. Donohue, Community-Based Research and Higher Education: Principles and Practices (Strand *et al*).

### Supplemental readings available on Blackboard, as handouts, online, or in JSTOR:

- McKnight, John, The Careless Society: Community and Its Counterfeits, pp. 91-132 (handout);
- Kretzmann, John, and John McKnight, Building Communities from the Inside Out, "Introduction" (handout);
- The Asset-Based Community Development Institute, A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents, Chapters 1, 3, & pp. 43-49 (handout);
- Raise Your Voice: Student Action for Change, Community Mapping Resource Guide (online: <http://www.actionforchange.org/mapping/>);
- Seidman, Irving, Interviewing as Qualitative Research: A Guide for Researchers in Education and Social Sciences, Chapters 6 and 8 (Blackboard);
- Kirkpatrick, Lee A. and Brooke C. Feeney, A Simple Guide to SPSS for Windows. Chapters 1-7, 14, & 15 (Blackboard);
- Gans, Herbert, "The Positive Functions of Poverty," *The American Journal of Sociology* 78 (Sept. 1972), pp. 275-289 (JSTOR);
- Rubin, Mark, *2000 Census Numbers Reveal Higher Poverty Numbers in the District by Ward and Neighborhood Cluster* (online: <http://www.dcagenda.org/pdf/2000-census-number.pdf>);
- Mills, C. Wright, The Sociological Imagination, Chapter 1, "The Promise" (Blackboard);
- Freire, Paulo, Pedagogy of the Oppressed, Chapter 2 (Blackboard);
- Aardema, Nancy and Sarah Jane Knoy, "Fighting Gentrification Chicago Style," *Social Policy*. Summer 2004, Vol. 34, No. 4 (online: <http://www.luc.edu/curl/escd/discussions/index.shtml>);
- Lang, Laura and David Morton, "Hood Winked. Making public housing livable is as simple as getting rid of the people who live there," *Washington City Paper*, Sept. 27-Oct. 3, 2002 (online: <http://www.luc.edu/curl/escd/discussions/index.shtml>).

## Recommended Readings

In addition to the required readings, there are several other excellent resource books you may wish to consult. By area of specialization, these are:

Action and Community-based research:

- Andranovich, Gregory and Gerry Riposa, Doing Urban Research;
- Greenwood, Davydd and Morten Levin, Introduction to Action Research;
- Hope, Anne, and Sally Timmel, Training for Transformation;
- Maurrasse, David, Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities;
- Murphy, Danny, et al. (eds.), Doing Community-Based Research: A Reader;
- Nyden, Philip, et al (eds.), Building Community;
- Project South, Popular Education for Movement Building: A Project South Resource Guide;
- Smith, Susan, et al (eds) Nurtured by Knowledge: Learning to Do Participatory Action-Research;
- Stringer, Ernest, Action Research: A Handbook for Practitioners;

On Community and Urban Sociology:

- Kleniewski, Nancy, Cities, Change and Conflict;
- Macionis, John, and V. Parrillo, Cities and Society;

Sociology Writing:

- Johnson, William A., Jr., et al., The Sociology Student Writer's Manual.
- The Sociology Writing Group, A Guide to Writing Sociology Papers: 5<sup>th</sup> Edition.

### **Guiding Principles of Service-Learning and CBR**

We will repeat the two sets of principles that guide how we will operate in this course in order to remind us of our commitments to good practice. The service-learning pedagogy principles insure that your professional research service and learning is combined in ways that benefit both your learning and the community's desires. The second set of CBR research principles guides how the research should be done.

Recall that the first set principles is derived from a meeting convened by the National Society for Experiential Education (NSEE) and the Campus Compact in 1989, gathering together service-learning practitioners at the Wingspread Conference Center in Wisconsin. The group formulated a document, "Principles of Good Practice for Combining Service and Learning," known as the Wingspread Principles, which articulates the principles to which we would like to adhere in our activities in this course.

The second set of principles draws on a tradition of participatory action research and activist research, through which scholars have attempted to use their intellectual resources to promote social justice objectives. In particular, a group of seven universities have collaborated in establishing local CBR networks over the past six years, with the support of the Corporation for National Service and the Bonner Foundation. Georgetown is one of these institutions. The directors of these projects have met together on several occasions to document and assess their learnings from these experiences. The CBR principles specified below are our attempt to crystallize the highest values that guide this work. The summary below is drawn from the first chapter of our CBR book, where these principles are explained.

### ***Wingspread Principles***

- 1) An effective [service-learning] program engages people in responsible and challenging actions for the common good. [Given the Catholic, Jesuit mission of Georgetown, we note our institutional “preferential option for the poor.”]
- 2) An effective program provides structured opportunities for people to reflect critically on their service experience.
- 3) An effective program articulates clear service and learning goals for everyone involved.
- 4) An effective program allows for those with needs to define those needs.
- 5) An effective program clarifies the responsibilities of each person and organization involved.
- 6) An effective program matches service providers and service needs through a process that recognizes changing circumstances.
- 7) An effective program expects genuine, active, and sustained organizational commitment.
- 8) An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- 9) An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
- 10) An effective program is committed to program participation by and with diverse populations.

### ***Community-Based Research (CBR) Principles***

1. CBR is a *collaborative* enterprise between researchers (professors and/or students) and community members.
2. CBR *validates multiple sources of knowledge* and promotes the use of multiple methods of discovery and of dissemination of the knowledge produced.
3. CBR has as its goal *social action and social change for the purpose of advancing social justice*.

### **Research Project Partnerships**

Please be reminded of your role as an “ambassador” and representative of the university in your relations with the community organizations. Recall the importance of adopting appropriate perspectives, demeanors, and characteristics for your relationships with community members. Please keep in mind that others have gone before you, investing tremendous time and energy to establish and develop these relationships; and that others will come after you. Please do not dishonor or misuse the trust that has been grown over time, and do your utmost to nurture and develop it further.

### **Discussion Facilitation**

At least once during the spring semester, you will be asked to facilitate a discussion on one of the assigned readings. We will expect you to provide an overall summary of the reading to distribute in class (less than one page, bulleting the major points) and to pose a number of questions for the class to discuss. During the class, you will serve as the facilitator, leading the discussion. When it is not your turn to present, you will be expected to have read the assigned reading and to discuss it in class.

### **Weekly Activity Log**

The Weekly Activity Log will help you and your professors keep track of the progress you are making on your research project. In addition, the log is designed to help you track the amount of time you are spending on your project. As this is a 4 credit course, you are required to work at least 80 hours on your project; however these projects often take longer than anticipated to complete. Therefore it will be useful to you to document your actual working time on the project.

### **International Blogs**

The international blog exercises will allow you to interact with students, faculty, and community members from around the world who are engaged in their own community-based learning projects. For each blog, you will be asked to read an article posted online and then share your reaction to the article based on your own experiences here in DC. You must respond to at least one of the posted questions and then later respond to some other entries. These blogs give you the chance to participate in a broad global dialogue about social change efforts as they exist in the communities of DC, Chicago, Liverpool, and Seville.

### **Presentations**

We have built in class time for each of you to present your final project. We are also expecting you to present your work at the CBR Conference to be held at Georgetown on April 30<sup>th</sup>. There also may be opportunities for you to present your work to your community partner or some other public forum. These opportunities are beneficial for your professional development, so we encourage you to take them seriously and to prepare for them professionally. We will provide feedback for your class presentation so that you can improve it before the conference and/or community presentations.

## **Final Products**

You will be producing a final report containing the results of your research. This will be presented in a format conducive to your CBO partner's use. In addition, we will give you some guidelines for a final report that you will need to prepare for the course. We are also asking that you prepare a portfolio for the course, which will contain several of the products you have generated throughout the course (work plan, IRB proposal, op-ed piece, popular education materials, final report, and other materials as you see fit). Your web poster will contain all of these materials as well and will serve as your public portfolio. Your portfolio will be useful not only for the course, but also for your CBO partner and for your use during job and graduate school interviews.

# MONTHLY TIMELINE FOR CLASSROOM & COMMUNITY WORK

## JANUARY

FOR THE CLASSROOM	FOR THE COMMUNITY
<ul style="list-style-type: none"> <li>• Complete IRB Certification/Approval</li> <li>• Begin Research Methods Exercises</li> <li>• Activity logs and Posters (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Reconnect with Community Partner</li> <li>• Refine Research Plan and Instruments</li> <li>• Begin Data Collection and Analysis</li> </ul>



## FEBRUARY

FOR THE CLASSROOM	FOR THE COMMUNITY
<ul style="list-style-type: none"> <li>• Begin Work on Op Ed Piece</li> <li>• Students Lead Class Discussions</li> <li>• Research Methods Exercise #1</li> <li>• Research Methods Exercise #2</li> <li>• Activity logs and Posters (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Data Collection</li> <li>• Brainstorm Popular Education Strategies with Community Partner</li> <li>• Complete Data Collection <b>BEFORE</b> Spring Break</li> </ul>



## MARCH

FOR THE CLASSROOM	FOR THE COMMUNITY
<ul style="list-style-type: none"> <li>• Students Lead Class Discussions</li> <li>• Mid-Semester Poster Check-In (3/4)</li> <li>• Activity logs and Posters (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Data Analysis</li> <li>• Begin Popular Education Piece</li> </ul>



## APRIL

FOR THE CLASSROOM	FOR THE COMMUNITY
<ul style="list-style-type: none"> <li>• Complete Op Ed Piece</li> <li>• Class Presentations</li> <li>• CoRAL Conference Presentations</li> <li>• International Blog Assignment #1</li> <li>• Activity logs and Posters (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary Draft of Final Report (due 4/5)</li> <li>• Complete Popular Ed Piece</li> <li>• Revise Final Report (due 4/26)</li> </ul>



## MAY

FOR THE CLASSROOM	FOR THE COMMUNITY
<ul style="list-style-type: none"> <li>• International Blog Assignment #2</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Portfolio (due 5/2 )</li> </ul>

- |                              |                                     |
|------------------------------|-------------------------------------|
| • End of Semester Reflection | • Celebrate with Community Partner! |
|------------------------------|-------------------------------------|

**Project D.C. At a Glance**  
**1997-2005**

A Community-Based Research Senior Seminar Course by *Sam Marullo*

Total Semesters Taught: **9**

Total Students: **77**

Total Hours of Student Service to the Community:<sup>1</sup> **6,160**

Direct Community Partners:<sup>2</sup> **27**

Organizations Served:<sup>3</sup> **436**

Program Participants and Community Members Impacted: **4,294**

<b>Table 1. The Value of Volunteer Contributions</b>		
Wage Value	Hours of Labor	Dollar Equivalent of Donated Student Labor
Estimated Dollar Value of Volunteer: \$17.55/hr	6,160	<b>\$108,108</b>
Estimated Dollar Value Of Volunteer in D.C.: \$24.75/hr	6,160	<b>\$152,460</b>

*NOTES:* (1) Independent Sector annually generates a national baseline figure for evaluating the significant economic contribution of volunteers to their communities. The hourly value is based on the average hourly earnings of all non-agricultural workers as determined by the U.S. Bureau of Labor Statistics. Independent Sector increases this figure by 12 percent to estimate for fringe benefits. (2) Independent Sector reports the estimated dollar value of volunteer time in 2004 as \$17.55 per hour. (3) The Independent Sector estimate for the 2002 dollar value of volunteer time

<sup>1</sup> Calculation for hours of service: 80 hours per student per semester (or 160 hours / year) multiplied by the number of students. Here 29 students are recognized for a full year; 19 students for only one semester.

<sup>2</sup> The figure for direct community partners counts each organization only once (i.e. does not double-count across years).

<sup>3</sup> The total number of organizations served counts organizations only once per calendar year and does not include any direct partner agencies. Generally these are member organizations, schools, and collaborating agencies.

in the District of Columbia is \$24.75 per hour. (4) For more information: < [http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html) >

**Where Are They Now? Fields and Professions of Former Students:**

National Service	Graduate Studies	Professional Careers
<input type="radio"/> AmeriCorps	<input type="radio"/> Law	<input type="radio"/> Advocacy Organizations
<input type="radio"/> Inner-City Teaching Corps	<input type="radio"/> Medicine	<input type="radio"/> Service Provider Organizations
<input type="radio"/> Peace Corps	<input type="radio"/> Sociology	<input type="radio"/> Government Agencies
<input type="radio"/> Jesuit Volunteer Corps	<input type="radio"/> Social Work	<input type="radio"/> Social Work
<input type="radio"/> Teach for America	<input type="radio"/> Education	<input type="radio"/> Teaching
	<input type="radio"/> Communications	

Community Partner Organizations	
<ul style="list-style-type: none"> <li>• After School Kids (ASK)</li> <li>• AYUDA</li> <li>• Bell Multicultural High School</li> <li>• Capital Area Foodbank</li> <li>• Center for Student Support Services</li> <li>• Community First Bank</li> <li>• Council of Latino Agencies (CLA)</li> <li>• DC Agenda</li> <li>• DC Central Kitchen</li> <li>• DC Family Court</li> <li>• DC Family Policy Forum</li> <li>• District of Columbia Public Schools (Office of Multicultural Development)</li> <li>• DC Schools Project (DCSP)</li> <li>• Increase the Peace</li> </ul>	<ul style="list-style-type: none"> <li>• Linking Communities for Educational Success, Inc. (LINK)</li> <li>• Mary’s Center</li> <li>• National Student Partnership (NSP)</li> <li>• North Capital Collaborative (NCC)</li> <li>• Oak Hill Juvenile Detention Center</li> <li>• DC Department of Human Services (Office of Early Childhood Development)</li> <li>• Perry School Community Services Center</li> <li>• Ron Brown Middle School</li> <li>• Salvation Army</li> <li>• Urban Institute</li> <li>• Village Network Center</li> <li>• Washington Interfaith Network (WIN)</li> <li>• Youth Empowerment Skills Program (YES)</li> </ul>

Table 2. Distribution of Majors for Project D.C. Students		
Major	Frequency	Percent
McDonough School of Business	3	6.25%
School of Foreign Service	4	8.34%
Chinese	1	2.08%
English	3	6.25%
Government	7	14.58%
Psychology	3	6.25%
Sociology	27	56.25%
<i>Total</i>	48	100.00%

*NOTE:* Students who enrolled in both semesters of Project D.C. are counted only once. This table does not account for double majors. This table accounts for individual students only once, while tallies on the previous page account for number of students per semester.

**Sociology & Anthropology Department, Center for Social Justice, College-Wide, and National Awards Won by Graduating Students:**

- 2004-2005 academic year: **7**
- 2003-2004 academic year: **9**
- 2001-2002 academic year: **4**

**Number of Students Supervised by Project DC Students:**

- 2003-2004 academic year: **27**

## TABLE 2.4. SAMPLE PROJECT D.C. STUDENT RESEARCH ABSTRACTS\*

<b>STUDENTS:</b>	Kelli Brevard and Tiphane Curry
<b>TITLE:</b>	<i>Study of the Effectiveness of Georgetown University Outreach at Ronald H. Brown Middle School</i>
<b>PARTNER:</b>	Ronald H. Brown Middle School
<b>YEAR:</b>	2004-2005
<b>ABSTRACT:</b>	In order to combat the stratification of educational opportunities in the Washington, DC public school system, Georgetown University (GU) has established a partnership with Ronald H. Brown Middle School (RBMS) in N.E Washington, D.C. A decade after the partnership's genesis, an evaluation is necessary. Our overall research question is: What is the effectiveness of GU's outreach at RBMS? We want to determine how the GU student participants and RBMS faculty perceive RBMS students' academic achievement as a result of the outreach. Our findings will be useful in strengthening the partnership, serving as data in future evaluations. The goal is to produce a model partnership, which can be replicated by other universities and public schools in the Washington DC area.
<b>STUDENTS:</b>	Mary Eileen Cunniff and Luis Torres
<b>TITLE:</b>	<i>The Niñez y Juventud Latina Project: An Effective Tool for Individual and Collaborative Advocacy in the Latino Community?</i>
<b>PARTNER:</b>	Council of Latino Agencies
<b>YEAR:</b>	2004-2005

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\* The first nine projects were undertaken by students in the *Project D.C.* class over a two year period, 2003-2004 and 2004-2005. The tenth project on the list was directed by Sam Marullo and undertaken by students in the *Social Justice Analysis* course, taught by Professor Kathleen Maas Weigert in Spring 2005.

**ABSTRACT:** The *Niñez y Juventud Latina Project*, the current research and education program of the Council of Latino Agencies, has the goals of disseminating information and gathering data from Latino parents regarding fostering the healthy development of their children. Through 50 community dialogues conducted in Spanish, CLA will provide tool kits for parents, cultivate a conversation to identify their key concerns, encourage civic engagement, promote self-advocacy, and build capacity of community organizations. For our thesis, we conducted a content analysis of the tool kits, workshop activities, and participant responses in order to evaluate the effectiveness of the project in addressing the Latino community's self-identified needs regarding youth development issues confronting Latinos in D.C. As the *Niñez y Juventud Latina Project* is in its pilot stage, the findings will be used to improve the tool kits and workshop to more effectively promote individual and collaborative advocacy in the Latino community.

**STUDENTS:** Bill Healy and Terra White  
**TITLE:** *Assessing the North Capitol Database of Social Services*  
**PARTNER:** Perry School Community Services, Inc.  
**YEAR:** 2004-2005  
**ABSTRACT:** In 2002, Georgetown University students and faculty began working with the Perry School Community Service Center to create a comprehensive online database of social services available to residents of Washington D.C.'s North Capitol neighborhood. Begun at the request of the Perry School, the project sought to address a lack of awareness among service providers of other similar or complementary organizations. In 2004, Georgetown students conducted a study on the use and effectiveness of the site measured by surveys and interviews. The research focused on three primary questions: (1) In what ways is the current database useful? (2) How, if at all, has the database altered case workers' procedures for referring clients? (3) What effects does the database have in terms of helping service providers better serve their clients through inter-agency awareness?

**STUDENT:** Emily Athy  
**TITLE:** *Tracking the Availability of Low-income Housing: The Online Housing Resource Project*  
**PARTNER:** Perry School Community Services, Inc. and National Student Partnership  
**YEAR:** 2003-2004

**ABSTRACT:** This project addresses questions regarding the availability of low-income housing in Washington. What low-cost housing exists in DC? Is property specific information systematically available to social workers who provide referral services? How difficult is this information to obtain? I find, as hypothesized, that few properties accept Housing Vouchers, there are only fragmented resources available, and landlords are often unresponsive to inquiries for information. I began by surveying service providers on what resources they used and proceeded to develop the existing questionnaire and website for the Online Housing Resource Project (OHRP). (See the online database at <http://www.metroareasolutions.com/ohrp/>) I gathered property phone numbers and facilitated a Trinity College class which helped to interview the landlords. Both the contact information and the landlord responses have been poor.

**STUDENT:** Natasha Dasani  
**TITLE:** *Mapping Food Service Assets for the Homeless in the District of Columbia*  
**PARTNER:** The Salvation Army, D.C. Central Kitchen, Capital Area Food Bank, and Urban Institute  
**YEAR:** 2003-2004

**ABSTRACT:** This project will produce a comprehensive database of food service providers for the homeless and poor within the District of Columbia. Over 100,000 DC residents live in poverty and countless more need some food assistance. There are currently over 600 food service providers inside the District and no way of tracking all of the agencies, meals and services available to help those in need. Through collaboration between researchers at the Urban Institute and Georgetown University, this research used telephone interviews to obtain information from the food pantries, soup kitchens and other service agencies in DC in order to provide a resource guide to agencies and individuals in need. The distribution of sites within the District is examined in comparison with the poverty rates throughout the area to make an assessment of the state of food service for the poor in DC.

**STUDENT:** Sean Garrett  
**TITLE:** *Against All Odds: The LINK Story*  
**PARTNER:** Linking Communities for Educational Success, Inc. (LINK)  
**YEAR:** 2003-2004

**ABSTRACT:** This paper focuses on LINK DC a non-school hours service center for middle school students located in SE Washington DC. Specifically, I will determine the extent of which LINK meets the needs of the students and in what areas LINK's services need to be expanded or improved. My research includes interviews with parents and students, research on best practices and my own analysis from a year of working with the organization. Surprisingly, I have found that though drastically understaffed and under funded, LINK is making an impact on the children they work with. Student and parents alike go out of their way to compliment the program and the staff at LINK. Though the program is successful, I have also found areas for improvement, specifically in attendance, program design and parental involvement. While these findings are specific to LINK, they can serve as suggestions for other urban care providers.

**STUDENT:** Daniel Matthews  
**TITLE:** *Assessing Health Resources for Sexually Transmitted Infections in the North Capital Area*  
**PARTNER:** Perry School Community Services, Inc.  
**YEAR:** 2003-2004  
**ABSTRACT:** In the North Capital community and Washington, DC at large, rates for sexually transmitted infections (STIs) are rising. Infectious syphilis is coming back and thousands suffer from the debilitating effects of HIV/AIDS. This project compiles the STI prevention and treatment assets the North Capital community has and compares these with the health needs of the residents. A map of these assets has been created through telephone surveys to health providers and educators in the North Capital area. The preventive education for STIs in this neighborhood is sorely lacking, offering programs only to high school students and residents in drug rehabilitation. Ultimately, the community has many organizations willing to fight STIs, but advocacy for increased community involvement especially by the health care providers is necessary to broaden outreach and intensify preventive education in order to cease the spread of these medically and financially disastrous diseases.

**STUDENTS:** Kim Patterson and Vincent Perez  
**TITLE:** *The Niñ@s Latin@s Initiative: A Grassroots Advocacy Project*  
**PARTNER:** Council of Latino Agencies  
**YEAR:** 2003-2004  
**ABSTRACT:** The Niñ@s Latin@s initiative strives to enhance grassroots advocacy pertaining to issues regarding children and youth, within D.C.'s Latino community. Spearheaded by the Council of Latino Agencies, an umbrella organization providing support to local community based organizations serving the Latino community, the project has identified key concerns and issues regarding children and youth through past community research and detailed analysis of D.C. specific Census, YRBSS and other data. Responding to these concerns, CLA has initiated the creation of a coalition consisting of service provision organizations within the Latino community, to produce and disseminate a clear and informational advocacy toolkit. The content of this toolkit highlights several important children and youth issues, yet is designed to accommodate the various goals and agendas of different community groups and individuals. Through this collaboration, CLA seeks to enhance and encourage effective self-advocacy within the Latino community and provide families with resource guides listing current and culturally sensitive resources for children and youth.

**STUDENT:** Miranda Wilson  
**TITLE:** *Community Networking with the DC Schools Project*  
**PARTNER:** D.C. Schools Project  
**YEAR:** 2003-2004

**ABSTRACT:** In this report, I find out why success at literacy requires more than just tutoring, and the importance of community networking for an English as a Second Language tutoring program. We provide a detailed look at how the DC Schools Project has used focus groups and phone surveys to tailor-make a database of resources that appeal to its very specific clientele—low-income youth and adults from immigrant backgrounds in the Northwest DC Area. Perhaps most surprising is how few DCSP families take advantage of the other resources available to them, though many of the reasons why are quite intuitive. We also explain the process of integrating resource referral into the regular tutoring programming and training.

**STUDENTS:** Jordyne Blaise, Jennifer Bonsall, Brendan Lane, and Sean Sanford  
**TITLE:** *Faithworks and the Anacostia Affordable Housing Project*  
**PARTNER:** Faithworks, Inc.  
**YEAR:** 2005

**ABSTRACT:**  
The Anacostia neighborhood in Ward 8 is one of the most disadvantaged and marginalized communities in the Washington, D.C., metropolitan area. With redevelopment planned under the Anacostia Waterfront Initiative, there may now be an opportunity to improve the assets and lives of residents in Anacostia, although the increased rent costs and gentrification typically associated with redevelopment may also force lower-income residents from their homes and neighborhoods. To address this looming problem of displacement, *Faithworks*, a non-profit, faith-based community development organization, seeks to work with churches to help build affordable housing and other community assets for the current residents of Anacostia.

*Faithworks* brings together churches, developers, architects, planners, financial institutions and others to build affordable housing by utilizing and/or leveraging the property assets owned by the churches. Beginning January 2005, a team of Georgetown students and faculty member Sam Marullo of the Sociology Department began working with *Faithworks* to identify churches and other potential partners in Anacostia by mapping their assets—particularly their real estate property and “social capital” in the form of interfaith and outreach ministries. As the collection and analysis of data has progressed, the Georgetown team has also been working with *Faithworks* staff in devising approaches to potential faith-based partners and preparing materials for the creation of a community development coalition.