

SI 547: ENGAGING WITH COMMUNITIES

Last updated 9/24/2018

Fall 2018: 9am - noon, 2245 North Quad (No "Michigan time" this year - we'll start on the hour and end at 11:50am)

This is a living document and will be updated throughout the course of the semester. I'll let you know via email, class announcement, and/or the class agenda if I do this.

THE BASICS

Instructor

Kristin Fontichiaro

3435 North Quad

font@umich.edu (best and fastest way to reach me!)

Phone: 734.647.3593

Office Hours: view and book via <http://bit.ly/officehours-kf> with your U-M credentials

Office hours are a way for us to chat about the course, your concerns, questions you have, jobs you're interested in, or anything else that's on your mind. If the above times don't work for you, please let me know so we can find an alternative in-person or virtual meeting time.

Online Resources

<http://canvas.umich.edu>

[Google Folder for course-related documents](#) (added 9/24)

Class Email Address

si547fall2018@umich.edu

Course Description

Whether engaging in field work, updating one's organizational approach, or partnering beyond your organization, knowing community members' wants, needs, and aspirations can help your initiatives "land" with greater impact and value. This course provides multidisciplinary approaches to identifying those needs and engaging in collaborative partner activities.

Learning Objectives

You will:

- Develop skills in finding, analyzing, and using local, state, federal, and/or international data to get baseline information about communities, including general demographics, education levels and curriculum, health, income, etc.
- Understand the limitations of data to define a community and recognize the importance of using data ethically;
- Refine skills in interviewing others to gain insight about community wants, needs, and aspirations;
- Develop a community profile based on public data and interviews;
- Develop strategies for becoming a better partner with external partners;
- Recognize and minimize the implicit impact of our personal backgrounds and perspectives when working with others;
- Recognize where community engagement has supported or hindered initiatives, using the Flint Water Crisis as a case study;
- Communicate information and recommendations in written form.

Format

Discussion, peer review, guest speakers. Note that this class has a client-centered community profile project.

Textbooks

OPTIONAL (changed 9/24): Clark, Anna. 2018. [The Poisoned City: Flint's Water and the American Urban Tragedy](#). New York: Metropolitan Books.

Hanna-Attisha, Mona. 2018. [What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City](#). New York: Random

House.

Community Engagement MOOC for Video Content

<https://courses.edx.org/courses/course-v1:MichiganX+CommunityX+2T2018/course/>

Guidelines for Dialogue (adapted from the U-M Program on Intergroup Relations, or IGR)

We are living in very complicated social, technological, economic and political times, and these tensions and concerns necessarily impact how our work, professional identity, service mindset, and professional conversations unfold. These guidelines are designed to help us engage with difficult content in a way that is respectful of all.

- 1. Confidentiality matters.** We want to create an atmosphere for open, honest exchange.
- 2. Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
- 3. We will not demean, devalue, or “put down” people** for their experiences, lack of experiences, or difference in interpretation of these experiences.
- 4. We will trust that people are doing the best they can.** We will try not to “freeze people in time” but leave space for everyone to learn and change through our interactions with one another.
- 5. Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- 6. Speak your discomfort.** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities. If someone says you have said something hurtful, 1) validate that you have heard them; 2) apologize; 3) do the work to make it better (without leaning on the hurt person to coach or teach you how to make it better). Resources like Laura Elgas and Sarah Argiero Regan in Student Services and Judy Lawson’s office can be helpful sounding boards.
- 7. Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
- 8. Stay connected to others’ ideas.** Many times, we make sense of ideas by connecting them to our own experiences. This is a great way to integrate new knowledge. However, be thoughtful that when doing so in class discussion, you do not accidentally shift the spotlight onto yourself and away from the original flow of conversation. If you share an idea from your own experience, for example, conclude with a statement connecting your idea back to the flow of conversation.

THE FINE PRINT

Accommodations for Students with Disabilities

You are here because you have a track record of accomplishments. If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to determine appropriate accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential. If you have needed accommodations in former coursework, please don’t wait until you are struggling to get this paperwork jumpstarted.

Attendance

Many UMSI students say they chose Michigan because they enjoy learning in a face-to-face community. I expect – and look forward to – seeing you in class. Your presence helps us create an intriguing, curious, and robust conversation.

Collaboration

UMSI is a professional school, and many assignments are completed in diverse learning groups to mirror the kinds of real-world collaborations that will occur in your future workplaces. UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your homework submission on your own, in your own words, before

turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission. Each course and each instructor may place restrictions on collaboration for any or all assignments. Read the instructions carefully and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in class exams. Be mindful that the instructor will be looking carefully at group tasks to assess that all group members are contributing fairly to the whole, so we reserve the ability to assign individual grades for each task if needed.

Computers in Class

Please bring your computer, smartphone, or tablet to class, but do not use it unless an in-class activity calls for it. Why? While technology can be a powerful booster for information professionals, using it at the wrong time can signal disinterest, lack of commitment, or poor professional focus. Additionally, U-M's Center for Research on Learning and Teaching (CRLT) has found that having your laptop open for non-class purposes correlates with lower academic achievement. Finally and pragmatically, inappropriate technology use will negatively impact your class participation grade. Of course, modifications set by the office of Services for Students with Disabilities (SSD) will be honored.

Diversity

Diversity, equity, and inclusion matter at UMSI. Collaboration helps us develop interdependence and benefit from diverse perspectives and skills. For more information, please visit <https://www.si.umich.edu/aboutsi/diversity-school-information>.

Email

I strive to respond to each email within 24 hours; however, emails sent over the weekend or I am away from UMSI for conferences, etc., may have a longer response time. Because everyone at UMSI gets a lot of email and has various strategies for filtering and sorting it, please use your U-M email address when you correspond and include "SI 547" in your subject line. Also keep in mind that while email is great for one-way communication like announcements or questions that can be answered in a few words, it is not ideal for extended or complex responses, which can be answered more effectively via office hours or appointments. I employ the "five-minute rule": if I can answer your email in five minutes or less, I will; if not, I'll ask that we set up a conversation instead.

Grades

You will be able to track your task grades in Canvas, which also contains a grade breakdown. Letter grades and their corresponding definitions are consistent with MSI Master's Handbook on the UMSI Intranet. There will be a two-point deduction for each day that an assignment is turned in late, including weekends. Each assignment is explained in detail in the Assignments section of the course Canvas site. I plan to return all graded assignments within two class weeks. Students who wish to appeal their grades may do so within 48 hours of an assignment's return; please know that re-evaluation of work may result in one of three outcomes: no change in grade, a better *grade*, or a *lower score*.

updated 9/10 to match what is in Canvas

Weekly Writing	40%
Community profile	30%
Interview protocols	20%
In-Class Engagement	10%

Letter grades and their corresponding definitions are consistent with the SI Master's Handbook (available via the UMSI intranet by logging into the top-right corner at <http://si.umich.edu>). Note that letter grades may represent different levels of achievement than you may be used to from undergraduate coursework:

A+	98–100	Extraordinary achievement. Rarely given.
A	94–97	Consistently distinguished performance in all course aspects, such qualities as analytical ability, creativity, and originality are exhibited at a very high level.
A-	90–93	Strong, solid achievement in most aspects of the work.
B+	88–89	Good performance. Consistent with performance expected of students in a graduate degree program.
B	84–87	Acceptable
B-	80–83	Borderline
C+	77–79	Poor performance. This is a marginal grade which alerts students to their limited performance ...
C	73–76	Very poor performance
C-	70–72	Minimal. Performance not at a graduate school level. Student should review his/her progress with the

		instructor.
D+	67–69	Significantly below standards for graduate work...
D	63–66	Extremely poor performance
D-	60–62	Near failure...
E/F	below 59	Failure

Guide to Being Not-Rich at U-M

Graduate school is expensive, and there are many resources, services, and strategies that can help you thrive here. From work-study jobs to textbooks, study abroad to clothing needs, check out the student-crowdsourced “Being Not-Rich at U-M” guide here: <https://docs.google.com/document/d/1Ou-AelCrAg6soUJVbiviKAGBGFz76w-UBlw-eMigwOA/edit>.

Help on Campus

Michigan students have many on-campus centers that provide guidance (sometimes one-on-one) and support at no cost for academic and personal concerns. They are a great way to extend your support network; some more popular resources are the following. Of course, your instructor can also help.

- Sweetland Writing Center (1st floor, North Quad) can help with craft. Sign up for a free one-on-one coaching session!
- MLibrary's librarians can help with research, sources, and citation at <https://www.lib.umich.edu/get-research-help> .. Specifically, the UMSI library liaison is Ms. Shevon Desai (shevonad@umich.edu) -- she is a UMSI alum who is familiar with the kinds of projects happening across UMSI. Consider booking an appointment with her or sending her an email to ask your questions!
- MLibrary's ScholarSpace (<https://lib.umich.edu/scholarspace>) can help you gain fluency in tech tools and their use.
- The Knox Center Adaptive Technology Computing Center can help with text-to-speech or other accessible computing needs, regardless of whether you have a disability (<http://www.itcs.umich.edu/atcs/computing-site.php>)
- The Shapiro Design Lab on the first floor of Shapiro Undergraduate Library can help with design, digital humanities, and other projects.

Illness

Graduate school is a busy time. If you are sick or contagious and are well enough to participate, please email me to join the class virtually. Doing so will allow you to keep up without exerting yourself to travel to class (or sharing your germs!). We can also arrange this to be in “listen-only” mode if you prefer. The University and the Centers for Disease Control recommend that “Students, faculty, and staff with flu-like illness remain home until 24 hours after resolution of fever without the use of fever-reducing medications.” Please contact me as soon as possible so we know you won’t be with us and can set make-up work if necessary. You are missed when you are not here. Keep in mind that library books, keyboards, and other grad school items are major carriers of germs. Get in the habit of regular hand-washing to safeguard your health!

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>. Additionally, if you feel that mental health issues are impairing your ability to succeed in class, and you believe that modifications are in order, please get in touch with the Office of Services for Students with Disabilities. They are the campus program that determines said modifications. Please do not wait until you feel underwater in a class -- help is available!

Plagiarism and Synthesis

Your work – both individual and team tasks -- should have a strong sense of unique thinking; that is, it should transcend merely stringing together sentences and thoughts expressed by others, and your own synthesis should be evident in your work. All

written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work. You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copyediting assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the MSI student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism. Said differently, I am looking for *your* perspective on the profession, supported by evidence you gather from others. Please cite your work using a citation format of your or your group's choice (e.g., MLA, APA, Chicago, Turabian, etc.). If you need assistance with this, both MLibrary and Sweetland Writing Center provide significant support.

Weather

If you feel unsafe getting to class due to inclement weather, please email the instructor and join us remotely instead.

Other Questions?

Please ask.

COURSE SCHEDULE

Note: Dates and topics are tentative and may be adjusted to better respond to student needs and unforeseen circumstances. Any schedule changes will be posted in Canvas, shared via email, and announced in class. Additional resources will be found in Canvas, including links to assignment details and resources.

Class	Class Topic	Readings to Prepare for Today (articles are posted in Canvas unless a URL is provided)	Assignments Due Today
#1 9/4	<p>Course overview and introductions</p> <p>What is a community? What is community engagement?</p> <p>Ethical practices and expectations of confidentiality</p> <p>Introduction to Flint Water Crisis as extended case study</p> <p>Agenda</p>	<p>Smith, Lindsey, with help from Sarah Hulett. 2015. <i>Not Safe to Drink</i>. Michigan Radio. Audio recording, 51 minutes.</p>	n/a
#2 9/11	<p>AGENDA</p> <p>Where does data come from? What are the issues around datasets?</p> <p>Identifying a Community to Study</p> <p>Overview of Community Profile assignment & information management strategies for it</p> <p>What's on the open web about your community?</p> <p>Demographic Data (American Factfinder, Census Explorer, Business Decision's demographic content **access expires 9/30**, World Bank, Wolfram Alpha, AARP Livability Index, TheARDA.com, etc.)</p> <p>Consumer Data (ESRI Tapestry, Business Decision's consumer content ***access expires 9/30**)</p> <p>Flint as "Vehicle City"</p>	<p>History of Flint as "Vehicle City": https://jalopnik.com/what-general-motors-did-to-flint-1794493131</p> <p>Chapters 1 & 2 from Highsmith, Andrew M. 2009. <i>Demolition Means Progress: Race, Class, and the Deconstruction of the American Dream in Flint, Michigan (Volumes 1 & 2)</i>. Doctoral Thesis, University of Michigan Department of History. https://deepblue.lib.umich.edu/bitstream/handle/2027.42/62230/ahighsmi_1.pdf, (pp. 38-132)</p> <p>From the U-M EdX.org course Community Engagement: Collaborating for Change (take for free; videos required, any other activity optional): Intro & Community Context modules</p>	<p>Weekly Writing for 9/11: Your Communities</p> <p>In about 200 words or a one-page graphic, consider the communities to which you self-affiliate, any that you wish to belong but do not yet belong, as well as the communities to which others may affiliate you but that you don't feel an affinity. You may determine the level of personal self-disclosure with which you feel comfortable.</p>
9/12	<p>Optional: Dr. Mona Hanna-Attisha, author of our class text <i>What the Eyes Don't See</i>, Hill Auditorium, 5-7pm with book signing to follow. Free registration: https://www.eventbrite.com/e/dr-mona-hanna-attisha-author-talk-book-signing-tickets-47227182775</p>		

continued on next page

<p>#3 9/18</p>	<p>AGENDA</p> <p>Youth Data (e.g., Kids Count from Annie E. Casey Foundation, UNICEF); Education Data (e.g., NCES, PISA, school curriculum if not explored earlier);</p> <p>Flint history, continued</p>	<p>Highsmith, Andrew M. 2013. "Beyond Corporate Abandonment: General Motors & the Politics of Metropolitan Capitalism in Flint, Michigan." <i>Journal of Urban History</i> 40:1, 31-47. https://doi-org.proxy.lib.umich.edu/10.1177/0096144213508080.</p> <p>Highsmith, Andrew R. 2009. "Demolition Means Progress Urban Renewal, Local Politics, and State-Sanctioned Ghetto Formation in Flint, Michigan." <i>Journal of Urban History</i> 35(3), March, 348-368. http://journals.sagepub.com.proxy.lib.umich.edu/doi/pdf/10.1177/0096144208330403</p> <p>Highsmith Dissertation, Chapter 12 and conclusion (link above), pp. 591-649</p> <p><i>Roger and Me</i> film (1989) - use U-M Library's Askwith Media Center's free streaming license (link), borrow their DVD and watch it there (free), or rent from Amazon Video. DO NOT SKIP THE CLOSING CREDITS!</p> <p>Bernstein, Richard. 1990. "Roger and Me: Documentary? Satire? Or both?" <i>New York Times</i>, Feb. 1, p. 68. https://www.nytimes.com/1990/02/01/movies/roger-and-me-documentary-satire-or-both.html</p>	<p>Weekly Writing for 9/18: Demographic, Consumer, Open Web Info</p> <p>1) Scans of your notes about demographic, consumer, and open web information. You may find the templates here to be useful for note-taking. <i>continued on next page</i></p> <p>2) In about 300 words, write: What have you found so far that feels exciting, critical, important, troublesome, worrying, and/or uncertain? Upload both documents at the same time to Canvas.</p>
<p>#4 9/25</p>	<p>Agenda</p> <p>Health Data (e.g., WHO, CDC); Environmental Data (e.g., EPA Superfund, NOAA Climate Explorer)</p> <p>"Looking Outward"</p> <p>Reminder: Data shows you the <i>what</i> but not the <i>why</i> or the <i>how</i>!</p> <p>Review of qualitative interviewing strategies</p>	<p>A breather from reading about Flint :)</p> <p>American Library Association/Harwood Institute's Community Conversations Workbook: http://www.ala.org/tools/sites/ala.org/tools/files/content/LTC_ConvoGuide_final_062414.pdf</p> <p>Kentaro Toyama (2017) From needs to aspirations in information technology for development, <i>Information Technology for Development</i>, 24:1, 15-36, DOI: 10.1080/02681102.2017.1310713.</p>	<p>Weekly Writing for 9/25: Youth and Education Data</p> <p>1) Scans of your notes about youth and education data/information. You may find the templates here to be helpful. 2) In about 300 words, write: What have you found so far that feels exciting, critical, important, troublesome, worrying, and/or uncertain? Upload both documents at the same time to Canvas.</p>

		Browse up to but not including the “Create” section of IDEO’s Human_Centered Design Toolkit at http://www.designkit.org//resources/ (requires free account)	
#5 10/2	Making sense of the data you have: peer group discussion Interview protocols & practice <i>continued on next page</i> Picking up where Highsmith left off: leading up to Flint Water Crisis	OPTIONAL: Introduction & Part I from Clark, Anna. 2018. <i>The Poisoned City: Flint’s Water and the American Urban Tragedy</i>. New York: Metropolitan Books. Prologue through Chapter 4 from Hanna-Attisha, Mona. 2018. <i>What the Eyes Don’t See: A Story of Crisis, Resistance, and Hope in an American City</i> . New York: One World.	Weekly Writing for 10/2: Health and Environmental Data 1) Scans of your notes about health and environmental data/information. You may find the templates here to be helpful. 2) In about 300 words, write: What have you found so far that feels exciting, critical, important, troublesome, worrying, and/or uncertain? <i>more</i> Upload both documents at the same time to Canvas.
#6 10/9	Flint Water Crisis: Complaints, blood tests, and the press conference Additional interview/listening practice and/or profile development discussions as needed	OPTIONAL: Clark book, Part II, pp. 79 - 152 Hanna-Attisha book, Chapters 5-19, pp 53-250	Assignment: First pass at interview protocols for stakeholders <i>No Weekly Writing</i>
10/16	Fall study break - no class		
#7 10/23	Flint Water Crisis: After the press conference Divide up next week’s readings Additional interview/listening practice and/or profile development discussions as needed	OPTIONAL: Clark Book, Part III, pp. 153 - 215 Hanna-Attisha book, Chapters 20-Epilogue, pp. 259-330	Assignment: Second pass at Interview protocols <i>No Weekly Writing</i>
#8 10/30	Flint Water Crisis: “Resolution” and where we are today What have we learned from spending half a term looking at Flint? As we step back from watching how others have engaged with communities in Flint to our own future roles in community engagement, how do we frame that work? Gallery walk of Weekly Writing	Everyone reads: Wilson, Barbara Brown. 2018. <i>Resilience for All: Striving for Equity Through Community-Driven Design</i> . Washington, DC: Island Press. Read Chapters 1 & 2 (pp. 1-28). Added to Canvas. <i>and</i> Team A: State of Michigan final report from Flint Water Task Force: https://www.michigan.gov/document/snyder/FWATF_FINAL_REPORT_21_March2016_517805_7.pdf <i>continued on next page</i>	Weekly Writing for 10/30: PR/PSA We learn lessons from both the successes and the missteps of those who have gone before us. Imagine that you have been commissioned by the (non-existent) Community Engagement Association of America (or of the UN, if you foresee international work in your future) to create a one-page PR piece, press release, or public service announcement (PSA) with recommendations for good community engagement drawn from the Flint study. You may find simple design tools like Canva.com or PowerPoint useful in lieu of DIY design tools like Adobe Illustrator. Alternatively, you may create a one-minute public service announcement in video or audio format. (added 9/17: Begin interviews)

		<p>Team B: Michigan Civil Rights Commission report https://www.michigan.gov/document/s/mdcr/VFlintCrisisRep-F-Edited3-13-17_554317_7.pdf</p> <p>Team C: Later documents One-year followup to MCRC report: https://www.michigan.gov/document/s/mdcr/Flint_Water_Update_620973_7.pdf and Fonger, Ron. 2018. "State Knew State knew of PFAS in Flint River before switch, but city may not have been told." MLive, Aug. 27. <i>continued nxt. pg.</i> https://www.mlive.com/news/flint/index.ssf/2018/08/state_health_official.html . and Ellison, Garret. 2018. "Major warning about Michigan PFAS crisis came 6 years ago." MLive, Jul. 12 (updated). https://www.mlive.com/news/index.ssf/2018/07/meq_pfas_delaney_2012_report.html and Environmental Protection Agency. 2018. "Basic Information on PFAS." August 20. https://www.epa.gov/pfas/basic-information-pfas and State of Michigan. 2018. "PFAS Response." https://www.michigan.gov/pfasresponse/ and Associated Press. 2018. "Flint water researcher's defamation lawsuit challenged." August 20. https://www.seattletimes.com/nation-world/flint-water-researchers-defamation-lawsuit-challenged/</p>	<p><i>continued on next page</i></p> <p>On a separate page or document, provide the source material from which you drew each point made in the PR piece. This may take the form of a written narrative or an annotated bibliography.</p> <p>Submit both the PSA/PR piece and the source material document simultaneously to Canvas.</p> <p>Bring your laptop/device and/or a printout so we can look at these together in a class "gallery walk."</p>
<p>#9 11/6</p>	<p>REMEMBER TO VOTE!</p> <p>Overtures: Entering a Community</p> <p>Asset Mapping/SWOT analysis</p>	<p>MOOC - Community Context and Ethical Engagement and Social Identities Modules (Videos required; anything else optional. FYI: there is often no clear signal in the MOOC that you are leaving one section and beginning another.)</p>	<p>Weekly Writing for 11/6: Community Engagement in the Real World</p> <p>Choose one:</p> <ol style="list-style-type: none"> a) Engage in community by voting: Upload a photo of you in front of your polling station wearing an I Voted! sticker OR of

	Your report	<p>Martin, Courtney. 2016. "The Reductive Seduction of Other People's Problems." <i>Brightmag.com</i>. Jan. 11. https://brightthemag.com/the-reductive-seduction-of-other-people-s-problems-3c07b307732d</p> <p>ADWATCH "What We Don't Want" flowchart (archived): http://www.nyudri.org/aidwatcharchive/2010/05/the-%E2%80%9Cstuff-we-don%E2%80%99t-want%E2%80%9D-flow-chart</p> <p>Anokwa, Yan, et al. 2009. "Stories from the Field: Reflections on HCI4D Experiences." <i>Information Technologies and International Development</i> 5(4), Winter, 101-115. http://itidjournal.org/index.php/itid/article/view/427/195 <i>continued on next page</i></p> <p>Pal, Joyojeet. 2017. "The Fallacy of Good: Marginalized Populations as Design Motivation." <i>Interactions</i>, Sept./Oct., 65-67. DOI: 10.1145/3121393. http://interactions.acm.org/archive/view/september-october-2017/the-fallacy-of-good</p> <p>Leslie, Helen, and Storey, Donovan. 2003. "Chapter 7: Entering the Field." in <i>Developmental Fieldwork</i>, ed. Regina Scheyvens and Donovan Story. London: SAGE Publications, pp .119 - 138. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=254635#goto_toc</p>	<p>you at a mailbox holding up your addressed absentee ballot envelope.</p> <p>b) Engage in community by writing: Write an editorial of about 200 words to the <i>Flint Journal</i> (via mlive.com) in which you draw lessons from the Flint Water Crisis into the PFAS current events. Upload a copy to Canvas.</p>
#10 11/13	<p>Ethical Practice</p> <p>Working with Vulnerable or Privileged Groups</p> <p>Community Profile Report-Writing</p>	<p>Scheyvens, Regina, Nowak, Barbara, and Scheyvens, Henry. 2003. "Chapter 8: Ethical Issues." in <i>Developmental Fieldwork</i>, ed. Regina Scheyvens and Donovan Story. London: SAGE Publications. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=254635#goto_toc</p> <p>Scheyvens, Regina, Scheyvens, Henry, and Murray, Warwick E. 2003. "Chapter 9: Working with Marginalized, Vulnerable, or Privileged Groups." in <i>Developmental</i></p>	<p>Weekly Writing for 11/13: SWOT Analysis</p> <p>As a form of asset mapping, create a SWOT analysis chart in which you consider the strengths, weaknesses, opportunities, and threats of your community. Remember that "assets" can include people; infrastructure; civic organizations; government resources at the local, state, or federal level; social service, religious, and institutions; funding sources (foundations, grant-making agencies, etc.); cultural and community traditions; availability of mentors; proximity to research institutions; etc.</p>

		<p><i>Fieldwork</i>, ed. Regina Scheyvens and Donovan Story. London: SAGE Publications. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=254635#goto_toc</p>	
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#11 11/20	<p>Participatory Design</p> <p>Case Study: The Good Kitchen</p> <p>Choose case study for next week's discussion</p> <p>Community profile discussion as needed</p> <p>Peer check-in</p>	<p>Simonsen, Jesper, and Robertson, Toni. 2012. "Participatory Design." from <i>Routledge International Handbook of Participatory Design</i>. https://www.routledgehandbooks-com.proxy.lib.umich.edu/doi/10.4324/9780203108543</p> <p>MOOC: Collaborative Leadership, The Good Kitchen case study and video: http://thisisdesignthinking.net/2016/05/the-good-kitchen/</p> <p>Steen, Marc, Manschot, Menno, & De Koning, Nicole. 2011. Benefits of co-design in service design projects. <i>International Journal of Design</i> 5(2), 53-60. http://www.ijdesign.org/index.php/IJDesign/article/viewFile/890/339</p>	<p>Weekly Writing for 11/20: Who is normative? Who is marginalized?</p> <p>Consider your community's developing profile. Who do you see as the normative groups in the community? Who do you see as the marginalized, vulnerable, or privileged groups? Explain your thinking in about 300 words or in a one-page visualization.</p> <p>(added 9/17: This would be a good time to finish up your interviews and start your affinity wall or qualitative coding)</p>
#12 11/27	<p>Participatory and community-engaged design using IDEO methods</p> <p>Participatory Design Case Study discussions</p> <p>Peer review partners assigned</p>	<p>Remainder of IDEO Human-Centered Design Toolkit you downloaded earlier this term</p> <p>Toolkit from http://designthinkingforlibraries.com/ (account required)</p> <p>Watch the opening panel and one relevant, additional webinar from http://www.library20.com/page/library-2-01-design-thinking-recordings (requires account)</p> <p>In class the week prior, we will determine who would like to read which chapter (9, 10, 11) from from <i>Routledge International Handbook of Participatory Design</i>.</p>	<p>Weekly Writing for 11/27: Co-Design</p> <p>What do you see as the benefits of co-design/collaborative design/participatory design? What might be the constraints, weaknesses, and/or hazards? Discuss this in about 300 words, and be sure to justify your thinking with examples, details, or evidence. This is the last Weekly Writing of the term!</p>

		https://www-routledgehandbooks-com.proxy.lib.umich.edu/doi/10.4324/9780203108543	
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#13 12/4	Exiting a Community Peer review of final reports	MOOC: Reflections and Transitions and Community-Engaged Project Management Modules Kindon, Sara, and Cupples, Julie. 2003. "Chapter 10 - Anything to Declare? The Politics and Practicalities of Leaving the Field." in <i>Developmental Fieldwork</i> , ed. Regina Scheyvens and Donovan Story. London: SAGE Publications, pp. 197-216. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=254635#goto_toc	Invite your assigned peer review partners and me to your community profile's Google Doc no later than 24 hours prior to class. Make sure you have a completed draft to bring to class. <i>No Weekly Writing</i>
#14 12/11	Presentation of Community Profile Course wrap-up	n/a	<i>No Weekly Writing</i> Community Profile 5' presentation of your profile's executive summary