

ANTH305 Harrisburg Neighborhoods
Messiah College
January 2011

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Meeting time 8 am – 12 pm

Meeting place sometimes at Grantham campus (Boyer 338), sometimes at Harrisburg Institute, sometimes at community sites

Course description

An experientially based introduction to social science theory and methodologies with a focus on urbanism. Research will focus on neighborhood and other local political and social organization. Students will work on team-building and personal spiritual formation while exploring possibilities for personal roles in urban settings. Most of the learning involves ethnographic research projects in Harrisburg. This course meets the General Education Social Sciences requirement.

Learning objectives

1. Develop a “big picture” view of Harrisburg and an in-depth view of one neighborhood.
 - * Discover the ethnic, economic, and religious diversity of Harrisburg.
 - * Learn how urban residents establish, maintain, and change their communities.
 - * Learn how to learn about neighborhoods: learning neighborhood boundaries, establishing initial contacts, identifying key players in neighborhood and city life, etc.
2. Explore personal reactions to urban life, and personal vocation with respect to cities.
3. Develop team-building skills with research team.
4. Experience collaborative urban research by producing research that will benefit local organizations.

Texts and expenses

1. Stevenson, Deborah (2003) *Cities and Urban Cultures*, Berkshire, England: Open University Press.
2. A detailed driving map of Harrisburg (purchase on your own).
3. Paris, Jenell Williams (2008) “More than miles separate Harrisburg, West Shore,” *Patriot News*, March 30, p.F1. (distribute in class)
4. The city itself is our primary text, and being there is the way we ‘read’ it, therefore gas and transportation costs are counted as a text expense in this class. Students often contribute \$25-\$40 to their team’s travel expenses.

Evaluation

- Assignments are due at the beginning of class on the day noted. Late assignments will be penalized. If there is no class meeting on a due date, your team is responsible for turning in assignments to the professor.
- Note the date and time of group presentations. Please plan your end-of-January plans accordingly. You may not reschedule the final presentation time due to travel plans.

30% neighborhood portfolio, presentation, and poster (group)

20% fieldwork reports (sometime group, sometimes individual)

30% reading guides (individual) and discussion leadership (group)

20% attendance at class and participation in team activities (individual)

Messiah's Academic Policies. Please be aware of Messiah's academic policies, especially those regarding Academic Integrity, Inclusive Language, and Student Disabilities. These can be found in your student handbook.

Assignment descriptions

Neighborhood portfolio

The portfolio is a three-ring binder containing materials that demonstrate what you learned. All materials must fit in the binder – no oversized or bulky materials. If the binder were dropped or shaken, nothing should fall out (this requirement avoids confusing your materials with another group's). The binder should include at least the following labeled (tabbed) sections. For each section, include written summaries, interview excerpts, photos, flyers, newspaper clippings, brochures, etc. No photo, flyers, newspaper articles, or brochure speaks for itself. You must explain the relevance of each item included.

Section 1: Neighborhood map. Map must be 8 ½ x 11". Must include major use areas, key landmarks and institutions. See instructions for fieldwork assignments 1 & 2.

Section 2: Neighborhood asset essay.

1. Define the neighborhood's top 2-3 assets, and top 2-3 challenges (5-6 pages). For most groups, this will be comprehensive and broad. For the group working on graffiti, the essay may be focused more narrowly on graffiti. Show, with supporting detail and documentation, that residents themselves define these issues as important. Use a style guide to cite interviews. Document observations, experiences, interviews, and also written published sources (not necessarily anything in addition to assigned readings). This section should substantively interact with and footnote at least two chapters from *Cities and Urban Cultures*.

Section 3: Team responsibility worksheet.

Section 4: All fieldwork reports. Compile fieldwork and church visit reports in order and insert in binder.

Fieldwork reports must be completed after each fieldwork time. They may be handwritten. They will be included in your portfolio, and don't need to be refined or typed.

READINGS

Discussion leadership

You should plan for about 30 minutes of class presentation or discussion.

The purpose of the class discussion is two-fold: 1) To broaden our context, learning about urban issues in national and global perspective; 2) To make connections to academic inquiry in sociology and urban studies.

Suggestions for facilitating class discussion:

- * state a purpose or objective (after this discussion, students will know... or be able to...)
- * use visuals
- * share insights and stories from your fieldwork that relate to the article
- * hand out or post written discussion questions or key quotes or sentences
- * relate the topic to spirituality or vocation and facilitate student reflection

You should turn in a paper that follows the following format:

Name(s):

Title of chapter:

1. What is the point of this chapter? Without looking at the book, write 2-3 sentences that summarize the chapter.
2. Type out the most impactful sentence or two from the article, and explain why it is meaningful to you.
3. What is one important connection between this article and the Harrisburg context? Can you find any connections to your neighborhood or fieldwork, and if not, what would you need to know to make a connection?
4. Write out your plan for discussing this article with the class.

Reading Responses

When your group is leading discussion, you don't need to do a reading response. If you aren't leading discussion, then this is due.

300 words (about a page) typed. You are welcome to e-mail it to me if you like.

2 options:

1. Connect a major point from the chapter with what you've observed in your fieldwork.
2. Describe something important that is shifting or emerging in your spirituality, based on an urban "spirituality of place." Make a connection to a major point in the chapter, too.

Group responsibility worksheet

It's important for your professors to assess how your team worked together. Listed below are important duties associated with your fieldwork and assignments in this course. Please list the names of group members who worked on these tasks. Please write in other important tasks that we did not include.

We almost always assign the same grade to all group members. If it appears that one or two members did significantly less work than other members, we reserve the right to grade individuals differently than the rest of the group.

schedule interviews _____

drive _____

navigate _____

build group morale / encourage others _____

work on map _____

write fieldwork worksheets _____

assemble portfolio _____

write essay for portfolio _____

plan presentation _____

speak at presentation _____

find churches and arrange church visits _____

other: _____

other: _____

other: _____

COURSE SCHEDULE

**Thank you in advance for being flexible...we will adjust the schedule as needed to accommodate the schedules of our guest speakers.

Sun	Mon	Tues	Wed	Th	F	Sat
			5 Meet in Boyer 338 9 am Read: Paris	6 Fieldwork day	7 9 am meet at Weed and Seed Guest: Jason Rissler Due: fieldwork 1 Due: reading response for Stev 1-2	8
9 Church visit	10 Boyer 338 9 am Read: Stevenson ch 3 Lead discussion: Due: reading response	11 Fieldwork day	12 9 am meet at Midtown Scholar Bookstore Read: Stevenson ch 4 Due: fieldwork 2 Lead discussion: Due: reading response	13 Boyer 338 9 am Read: Stevenson ch 5 Lead discussion: Due: reading response	14 MLK, Jr. Day Holiday (take your day off either today or Monday)	15
16 Church visit	17 MLK, Jr. Day Participate in Messiah's service day or a MLK, Jr. neighborhood event	18 Boyer 338 8 am MLK, Jr. chapel 10-10:45 Read: Stevenson ch 6 Lead discussion: Due: reading response	19 Fieldwork day Due: fieldwork 3, 6	20 Fieldwork neighborhood swap (assignment 5)	21 Meet at Harrisburg Institute 9 am Guest: Craig and Tashya Dalen Due: fieldwork 5, fieldwork 7 or 8 Read: Stevenson ch 7-8 Due: reading response *3rdintheburg.com	22
23 Church visit	24 Boyer 338 9 am Marian Dornell 10 am	25 Fieldwork day Due: fieldwork 7 or 8, 4	26 Boyer 338 9 am Due: all fieldwork, posters, presentations, portfolio			

*Weed and Seed is at 1301 Derry Street, Harrisburg, PA 17104. It is in a bank building, enter through side parking lot. If problems, call my cell 717-385-8556

* Midtown Scholar Bookstore is at 1302 North Third St., 17102.