

From Reflection to Investigation: Undergraduate Research as Re-Entry

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Contention

- Re-entry as “closure” is part of problem.
- Goal not be to return students to point of departure, nor to terminate experience.
 - “Closing the circle.”
- Goal not reflection, nor is it self-knowledge.
 - Egocentricity as maturity & education?
- Goal?
Spark life-long learning, reinvigorate education & open horizons for future.

Cultural Differences & Social Change

Three phases

1. Re-acclimation
2. Contextualization
3. Strategies for change

Goals

- Provide forum for reflection.
- Convert energy & enthusiasm into academic ambition.
- Locate site in relation to broader patterns.
- Consider reasons for hope.
- Professionalize progressive students.
- Build inter-generational conversation.

From cliché to research

- Personal narratives:
 - Introspective, egocentric & increasingly formulaic.
- 1. **Achievement orientation:** “Just did it!”
- 2. **Theological orientation:** “Touched by an angel.”
- 3. **Theodician orientation:** “I am soooo blessed!”

Refusing closure — Opening the gate at the end of the yard.

For more information: <http://www.nd.edu/~gdowney/>

< Look for the link on Re-entry education on my homepage. >

Cultural Difference & Social Change

Anthro 377 (Cross-listed with LAST)

Offered in cooperation with the Center for Social Concerns

Instructor: Greg Downey
Class meets: T R 3:30-4:45
DeBartolo 244
<http://www.nd.edu/~gdowney/>

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Course Description

This course is designed for students returning from summer service projects or study abroad programs in impoverished or "developing" countries. In the class, students will conduct research to better understand the sites that they visited. Assigned readings and individually recommended readings will help students to see their individual sites in relation to broader global, regional, and national patterns. The overall goal of the course will be for students to learn how social science analysis might help us to understand and confront problems in cross-cultural contexts.

The syllabus is a work in progress in many senses. First, it is an experiment, offered this semester for the second time. (The first went extremely well, but I hesitate to say too much and establish unreasonably high expectations for you or me.) Second, it is envisioned as part of a larger set of courses to be offered in the future to help students link service experience with academic interests. Third, it is intentionally "incomplete," gaps left in the syllabus that each student will fill in for him- or herself. Finally, it is subject to change — and I hope it will change — over the course of our semester. If "we make the road by walking," we'll do so together, and I reserve the right to modify the syllabus to respond to the path we take.

This class is a space more than a point-to-point route. You have this space, alone and together, to write, read, reflect, and talk about your experience. Your classmates will teach as much as I do, in many senses. I would like you to think about how your service experience might continue to be part of your life and to leave something behind so that what you learn can be shared with those who travel the road behind you. My goal is to help you to understand and, at the same time, to inspire you to think about how things might be different. You will have to read selectively and strategically, and to start early on independent work.

We have been given resources by the Center for Social Concerns and the Helen Kellogg Institute for International Studies to help us, so the outcome of this class is limited only by our imagination and creativity. Last year, the course culminated in a set of public presentations and a poster session — I have scheduled the same but can be persuaded to do otherwise. What makes this course "anthropological" is that we recognize that only through attention to how the people we wish to work with see the world can we cooperate effectively. I assume that every student will participate very actively in class discussions.

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Required Texts

David Kortzen. *When Corporations Rule the World*. Second edition. (Kumarian Press, 2001).

John Ishister. *Promises Not Kept: The Betrayal of Social Change in the Third World*. Sixth edition. (Kumarian Press, 2003).

Norman Uphoff, Milton Esman, and Anirudh Krishna. *Reasons for Success: Learning from Instructive Experiences in Rural Development*. (Kumarian Press, 1998).
Course packet available from the Deco Copy Center.

Assignments

Annotated bibliography:

Over the semester, I ask you to keep a running list of the articles and books you read and the Internet pages that you found most helpful in your specific project (class readings not included). Along with each entry, I'd like you to write a sentence or two of notes and reflection:

- Why was this piece useful?
- What do you take away from it?
- How does it relate to what we study?
- Would it be helpful to other students?

I expect that this bibliography will include *at least* twenty items that are not on our syllabus and some not on the handouts I provide.

Short Essays

You will write a series of short essays, most of them reflective pieces, about the class readings, your experiences abroad, and the relations between them. These essays will be graded for content and quality of reflection and some may serve as the basis of your collective assignments. You will be asked to turn in at least two double-spaced pages for **eight of the first ten weeks** (most will find it easy to write much more).

Public and Collective Presentation

This assignment is more open-ended and will be negotiated as the class proceeds. The Center for Social Concerns and the other people sponsoring this class would like, if possible, to make students' work publicly available. That way it can be shared with prospective students, alumni, visitors, and others who are interested.

We have been given funds to invite guest speakers, present our work publicly, produce a short video, set up websites, sponsor events on campus, get started on senior theses, get directly involved in community action, or explore future careers. Unless we agree on something else, I would like you to be involved in the **Global Challenges Conference**. I will review your work individually and do everything in my power to help make your presentations as polished and effective as possible.

Class attendance is mandatory. More than 3 unexcused absences will not be tolerated and will result in reduction in the student's final grade for the course.

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Section One: Reorienting Ourselves

Week One: Introduction

- August 24 Get acquainted session
- August 26 **Note: Class will not meet.** Instructor at international conference. Please take time to work on first essay assignment.
- Paulo Freire.** 1998. "First Letter: Reading the World/Reading the Word." Pp. 17-26.
- Bill Holm.** 1999. "Coming Home Crazy." In *Coming Home Crazy. An Alphabet of China Essays*. Pp. 19-30.
- Read the Internet articles on Re-entry and Reverse Culture Shock.

Week Two: Lasting impressions

- August 31 **Craig Storti.** 2001. Excerpts from *The Art of Coming Home*. (Intercultural). Pp. 138-160. (**Please skim!**)
Visit: <http://www.nd.edu/~intlstud/services/returnees/tips.htm>
— Notre Dame's own "re-entry" resource page.
- September 2 **Ben Feinberg.** 2002. "What Students Don't Learn Abroad." From *Chronicle of Higher Education*.
- Bill Donahue.** 2001. "My Virtuous Vacation." Pp. 68-74.
- George Gmelch.** 2000. "Lessons from the Field." Pp. 46-57.
- Ivan Illich.** 1968. "Caernavaca Speech."

Week Three: Where we were

- September 7 *Readings from small group syllabi on specific regions and independent research.*
See course webpage for on-line resources.
- September 9 *Small group discussion of sites and orientation.*
Worksheets and discussion of essays.

Week Four: Motivations and goals

- September 14 **James Jasper.** 1997. "Culture and Biography: The Pleasures of Protest." Pp. 210-228.
- Jeffery L. MacDonald.** 1996. "Crossing the Minefield: Politics of Refugee Research and Service." Pp. 255-262.
- September 16 **Rebecca Anne Allahyari.** 2000. "Introduction: Studying Visions of Charity." Pp. 1-27.
- Rev. Martin Luther King, Jr.** 1963. "Letter from a Birmingham Jail." Pp. 83-99.

Section Two: Confronting Problems

Week Five: Economics and democracy

- September 21 **David Korten,** *When Corporations Rule the World.* Read pp. 27-74.
- September 23 **David Korten,** *When Corporations Rule the World.* Read pp. 75-120.

Week Six: Breaking down complex problems

- September 28 **Peter Taylor,** 2001. "Distributed Agency within Intersecting Ecological, Social, and Scientific Processes." Pp. 315-332.
- Daniel Gross.** 1971. "The Great Sisal Scheme." Pp. 255-260.
- September 30 **David Korten,** *When Corporations Rule the World.* Read pp. 123-174.

Week Seven: Money, poverty, and change

- October 5 **David Korten,** *When Corporations Rule the World.* Read pp. 177-185, 205-229 & 265-284.
- October 7 **John Isbister,** *Promises Not Kept.* Read pp. 1-29.

Week Eight: Underdevelopment and imperialism

- October 12 **John Isbister,** *Promises Not Kept.* Read pp. 30-101.
- October 14 **John Isbister,** *Promises Not Kept.* Read pp. 148-191.
- Mid-semester break: October 16-24

Week Nine: Foreign policy and justice

- October 26 **John Isbister,** *Promises Not Kept.* Read pp. 192-241.
- October 28 **New Internationalist,** "States of Unrest" and "IMF/World Bank the facts." 2004. Pp. 12-13 & 18-19. *See also course website for additional sources critical of these.*
- Kenneth Rogoff,** "The IMF Strikes Back." 2003. *See also the course website for additional sources in support.*

Please turn in a copy of your running bibliography by now if you haven't already!

Section Three: Proposing Change

Week Ten: Are there alternatives?

- November 2 **John Cavanaugh, Jerry Mander, et al.** "Alternative Operating Systems." 2002. Pp. 151-207.
- November 4 **Steven Vago.** 2004. "Strategies of Change." Pp. 357-399.
- Mark Langevin and Peter Rosset.** 1997. "Land Reform from Below: The Landless Worker's Movement in Brazil." 323-329.
- Instructor will offer each student an individual progress report, broken down into various categories, to help the student anticipate what he or she wants to do to complete the course.*

Week Eleven: Local problems, local solutions

- November 9 **Sally Engle Merry.** "Changing Rights, Changing Culture." 2001. Pp. 31-55.
- Richard Flacks.** "Think Globally, Act Politically." 1995. Pp. 251-263.
- Norman Uphoff et al.** *Reasons for Success.* Read pp. 144.
- November 11 **Margaret Casey.** "Development in Madura: An anthropological approach." 1993. Pp. 110-137.
- Norman Uphoff et al.** *Reasons for Success.* Read pp. 45-87.

Weeks Twelve: Finding resources in the community

- November 16 **Stacy Leigh Pigg.** "Found in Most Traditional Societies: Traditional Medical Practitioners between Culture and Development." 1997. Pp. 259-290.
- Norman Uphoff et al.** *Reasons for Success.* Read pp. 88-111.
- November 18 Instructor will be absent (American Anthropology Assoc. meeting)

Weeks Thirteen: Looking for inspiration

- November 23 **Anirudh Krishna with Roland Bunch.** "Farmer-to-Farmer Experimentation and Extension: Integrated Rural Development for Smallholders in Guatemala." 1997. Pp. 137-152.
- Norman Uphoff et al.** *Reasons for Success.* Read pp. 112-156.
- November 25 **Thanksgiving Holiday**
Readings from small group syllabi on specific regions and independent research. See course webpage for on-line resources.

Week Fourteen: No alternative unconsidered

- November 30 **Aviva Chomsky.** "The Threat of a Good Example!: Health and Revolution in Cuba." 2000. Pp. 331-357.
- Norman Uphoff et al.** *Reasons for Success.* Read pp. 157-195.
- December 2 **Norman Uphoff et al.** *Reasons for Success.* Read pp. 196-217.

Week Fifteen: Conclusion

- December 6, 7:00 pm. **Semester's end conference.** Hesburgh Center for International Studies, Auditorium and Great Hall.
- December 7 **discussion, evaluation & summary**

Note: Because final assignment is public presentation (poster, talk, or other project), there will be no final exam in this class.