

**Community Studies**  
**Fieldwork Practicum Latino/a Mosaic 2011**  
**SOC 313-01/HIST315-02/ANTH 244-02**

Professor Susan Rose  
Mosaic Office hours T 1:30-3:00 (CSC)  
Regular office hours M 2-3, T 3-4, W 10:30-11:30  
Office: CSC 3<sup>rd</sup> floor 239 W. Louthier St.  
[rose@dickinson.edu](mailto:rose@dickinson.edu)  
245-1244

Professor Marcelo Borges  
Mosaic office hours T 1:30-2:50 (CSC)  
Regular T 3:00-4:30, R 10:30-11:50  
Office: Denny 111  
[borges@dickinson.edu](mailto:borges@dickinson.edu)  
245-1186

**Community Studies and Ethnographic Fieldwork**

Out of poverty, poetry;  
out of suffering, song.  
-A Mexican saying (Anzaldúa, 1999:87).

*Social science must reach the actual experiences and attitudes which constitute the full, live and active social reality beneath the formal organization of social phenomena . . . . A social institution can be fully understood only if we do not limit ourselves to abstract study of its formal organization, but also analyze the way in which it appears in the personal experience of various members of the group and follow the influence it has upon their lives (W.I. Thomas).*

*Believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning (Clifford Geertz, *The Interpretation of Cultures*, 1973:5).*

*Exploring difference is about relationship. It is about bringing ourselves closer, again and again, to the edge of our not knowing, to the edge of our silences, to the edge of subjects that feel, and sometimes are, dangerous. Each time, we play out the drama of difference; when we reach that edge, when we come up to a moment of pain or confusion or impasse, what do we do? Do we stay or do we leave, do we continue to speak in the presence of these feelings or do we close down around them and retreat to the world we know? To hold difference and sustain hope requires us, moment by moment, to hold steady, to stay with ourselves and with each other, to continue to learn how to speak in the presence of profound silences (Taylor, Gilligan & Sullivan, *Between Voice and Silence*).*

*As long as we ask, what can we do about them (women or men, black or white, lower or upper class) - whoever "the other" or "the opposite" may be, it can never be answered. The question, rather, should be: "What shall we do about us, so that our relationships, our work, our children, and our planet will flourish." (Tavris, 333).*

**Course Description**

Community Studies is an applied sociology, anthropology, and history course that introduces students to the methods of ethnographic, demographic, and archival research. Primarily through fieldwork and a series of case studies, we will study patterns of Mexican migration to the area; community development; social services; and family, work, and migration narratives. We will explore these issues from multiple perspectives, examining the complex identities and motivations of the people involved. For example, students will learn about migrant labor from the perspectives of workers, land owners, and local residents. Using the growing Mexican-American community in Adams County as a lens, students will explore questions of how (im)migration, race, ethnicity, gender, and representation interact with socio-economic status, land ownership, and labor. Throughout the semester, we will move back and forth between reading the research literature, conducting empirical research, and writing our own analyses. Through ethnographic research and oral histories, students will explore the movement of people, why they left their home country; how, when and why they came to Adams County; what they encountered once they arrived; the experience of work in the orchards; and the communities of which

they are a part.

## Background

Adams County lies some 18 miles from Dickinson's campus, and was host to the Dickinson's 1998 American Mosaic and 2008 Mexican Migration Mosaic (see <http://www.dickinson.edu/academics/distinctive-opportunities/community-studies-center/content/Mexico/>). It has long been one of the most productive fruit growing regions in the United States. Local growers of apples, peaches, pears, and other orchard fruits have historically depended upon migrant workers to pick their crops cheaply and efficiently throughout the region. In recent years, laborers have come from outside the United States, mostly migrating north from Mexico.

Through chain and family migration, many Mexicans (some of them former migrant workers) have decided to settle permanently in the small towns that dot the county, particularly in municipalities such as Biglerville, Aspers, York Springs, and Gettysburg. These permanent residents are in the process of establishing a Mexican-American community in Adams County, a development that has introduced the region to new degrees of linguistic, racial, religious, and cultural diversity. For this reason, the region provides a rich site for students interested in learning about U.S. diversity. According to the U.S. Census data, there were 1,216 Hispanics in Adams County in 1990, almost triple that number in 2000 with 3,323 persons of Hispanic or Latino origin. In 2000, 95.4 percent of the Adams County population was white, 3.6 percent was Hispanic or Latino. Of this 3.6%, seventy-two percent (2,366) are of Mexican origin. As of the 2010 U.S. Census, both the numbers and percentage doubled again with 6,115 or 6% of the Adams County population identifying as Latino or Hispanic; a total of 4.5% identified as Mexican.

Adams County is a unique place to understand the lives of Mexican-Americans, for unlike California, Texas, New Mexico, Arizona, or other regions well known as destinations for immigrants from Latin America, Pennsylvania does not share a border with Mexico. It never was a part of the Mexican Republic, nor does it have a large pre-existing Spanish speaking or Native American population, nor a long history of relations between Anglo-Americans and Mexican-Americans. Dickinson students who participate in this American Mosaic semester will thus have the opportunity to work with a relatively new ethnic community which is in the process of negotiating its place within the culture of a region of the United States that, for the most part, is new territory. Latinos today represent the fastest growing ethnic group in Pennsylvania, growing 82.6% between 2000-2010. This is an historic increase of 325,572 people who now represent 5.7% of the state's population.

## Texts

\*Brandt, Deborah. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Lanham, MD: Rowman & Littlefield, 2002. (Recommended and in library).

\*Davis, Donald et al. *Voices from the Nueva Frontera: Latino Immigration in Dalton Georgia*. Knoxville: University of Tennessee, 2009. (Expensive – on reserve in library)

\*Dewalt, Kathleen and Dewalt, Billie. *Participant Observation: A Guide for Fieldworkers* (PO). 2<sup>nd</sup> ed. NY: Rowman and Littlefield, 2011

\*Hellman, Judith. *The World of Mexican Migrants*. NY: The New Press, 2008.

\*Rothenberg, Daniel. *With These Hands: The Hidden World of Migrant Farmworkers*. Berkeley: University of California Press, 2000.

\*Suarez-Orozco, Marcelo and Paez, Mariela. *Latinos: Remaking America* (LRA). Berkeley: University of California Press, 2009.

## Reference Materials- on Reserve in the Library

Trevino Hart, Elva	<i>Barefoot Heart: Stories of a Migrant Child</i>
Martinez, Ruben	<i>Crossing Over: A Mexican Migrant Family on the Migrant Trail</i>
Slim and Thompson	<i>Listening for a Change: Oral Testimony and Community Development</i>
Yow, Valerie	<i>Recording Oral History</i>
Agar, Michael	<i>Professional Stranger</i>

See also Mosaic bibliography for more references.

ER: Electronic Readings on Moodle

LR: Library Reserve

H: Handout

## Preliminary Schedule

Regular Course Hours are Wednesdays 1:30-4:30 with occasional field trips as identified on syllabus.

Mosaic Office hours with Rose and Borges Tuesdays 1:30-3 at CSC.

**Requirements:** The success of this class depends on your active, thoughtful, and engaged participation. Class preparation and participation are essential. Class discussions are based on the expectation and assumption that you have thoughtfully read the readings for the class as designated and that you are ready to contribute to class discussions. Since it is unfair to others in the class if you hand in work late, points will be taken off unless a legitimate excuse is given. Attendance is required. Non-excused absences will result in penalties to your class participation grade.

#1 Paper: "Mexican Migration to Adams County" From readings, reports, previous interviews, and demographic data...in consultation with us, you may choose a different title/focus for this paper	15%	10/7
#2 One transcript of an interview highlighted for presentation to class or Organized Ethnographic Field Notes for presentation to class	15%	11/9
#3 Research Project		
Research Proposal	----	10/12
Draft of Research Paper/Project	10%	11/29 or 12/5
Final research Paper/Project	35%	12/17 2p.m.
#4 Class Participation, Postings, & Journals	25%	----

8/31 Intro to Course and to one another "I Am From..." and 6 aspects  
History of Mexican Migration Mosaics with some documentary footage.  
Demographic Data Latin@s in Pa  
Please read:

**ER:** Excerpt from Anzaldúa, *Borderlands: La Frontera; the New Mestiza*

**LRA:** Intro 1-37 (Latinos Remaking America)

**PO:** Ethical Considerations 211-226

See in class: *El Sol Sale Para Todos* documentary on building a Mexican Community in Philadelphia

Sign up for chapters from *Nueva Frontera*

**POST** by Friday afternoon – Reflections and questions from first class

9/7 Community Research Studies

**Please Read and be ready to discuss:**

**\*LRA:** Ch 8 Ambivalent Reception p.165-

**\*Voices from the Nueva Frontera**, Dalton, GE – Everyone should read the **\*Intro** ix-20; 179-183 and then one

chapter of your choosing (please read and be ready to present on content, methodology, and how effectively the author(s) presented their data and interviews – what did you find effective/less effective? Strengths/weaknesses of their research?) On reserve in library

\***Hellman**, Prologue and Intro: xiii-14

\****Tangled Roots*** – History of the Tomato--peruse it--what of the apple?

See “Farmingville” in class

**POST** by Friday afternoon – comments and questions from class

9/9 **Friday: Migrant Workers and Health – Cultural Ethnography**

**“A Healthy Dose of Culture: Using Cultural Ethnography to Create Meaningful Ways to Protect Mexican Immigrant Farmworkers.”** Talk by Dr. Shedra Amy Snipes, Penn State

**11:30-12:30, Bosler 208**

Lunch with those who would like to join us at Mexican Restaurant on Hanover St.

**Read: ER:** \*Molly Foltzer’s paper

\*Aranzeta, From Hippocates to Adams County

**LAR:** Chapters on Health Care: 209-258

9/14 Migrant Workers, Labor, and Impact on Families (heavy reading day)

**Read: Rothenberg**, *With These Hands: Chapters 1, 3, 5*

**LRA:** Families – Ambiguous Loss **259-305**

**ER: Rose and Hiller**, From Periban to Pennsylvania: Transnational Families

**Kristin Berg’s** Paper under student papers on Moodle

**Break:**

**Hellman:** *Part III p. 119- Choose **one** chapter to read and report on:*

*Carlos,*

*Sara,*

*Francisco*

See clips from “Guest Worker” if time

**POST:** Comments and questions from Class

\*9/18 **Sunday: Tacos at Martin’s and Blanca’s?**

**Read Hellman: Little Mexicos**

\*9/21 Fieldtrip to Fruit Processing Plant

Bonnie Brae orchards and camp, leave campus at 1p.m. -

we’ll have pizzas at the camp and return to campus around 7p.m.

Carlos Enrico Fernandez, Jr. and Jim Lott

**Read: PO:** Research Methods: 79-178

**Interview** with Carlos Fernandez Senior

**POST:** Descriptions/Reflections by Friday afternoon

**TH 9/22 3:30 Denny 112 Workshop with Professor Borges’ Latino Immigration class on working with newspapers and other library resources presented by Librarian Christine Bombaro**

**9/23 Fr Homecoming Panel of Alums working with Latinos**

**1:30-3** Alumni Panel in Stafford Auditorium in Rector

Sarah Hiller (PhD candidate IS-US Mexican Relations, UC San Diego), Andrew Turner (Lawyer with Southern Poverty Law Center), Rosemary McGunnigle (PhD candidate Sociology Columbia University)

\*9/28 Fieldtrip to Rural Opportunities and Field of Dreams Day Care Center in Aspers

Lincoln Intermediate Unit: Migrant Education & ESL in Gettysburg

Speakers: Suzanne Benchoff and Marilyn Miller

Leave campus HUB parking lot at 12:30 with bagged lunches to go; back to campus 5ish

**LRA:** Chapters on Education 306-397

**POST – Comment on readings, fieldtrips, alumni conversations by Friday afternoon**

10/5 **Analysis of Interviews from Adams County and Interview Workshop**

Discussion of Mosaic interviews, your observations and brainstorming

**Read: ER: *Listening for a Change* 61-94**

ER: Yow 32-83; 84-142 (1st ed)  
ER: *Professional Stranger* 133-166  
ER: Cornelius, "Interviewing Undocumented Immigrants" do quick read  
ER: Rubin, *Families on the Fault Lines*  
Workshops - on interviewing  
H: Patton Interactive interview workshop Handout in class

Read two interview transcripts from previous Mosaics (on Moodle or at CSC)

Some of what we know:

- A) Read at least two of the transcripts on moodle or in the CSC archives.
- B) Take clear notes, highlighting important, interesting "data." You may want to do this on the document and write in comments (under review) and save it on the Y drive which you can access in class.

What more do you/we want to know....?

- C) Pick one of the transcripts and indicate 2-3 things (dates, events, processes, figures...) that you would want to follow up on and learn more about.
- D) Be prepared to present in class.

**10/7 Fr Paper "Mexican Migration to Adams County"** (6-8 pages drawing from articles, books, reports, newspapers, archival and demographic sources, and interviews)  
**One hard copy due by 4p.m. to Rose at CSC (Please also email a copy to rose and borges as well)**

**10/12 Proposals Due** by 8a.m. Wednesday morning via email to rose and borges. Your proposal should include: Focus of study with literature review and research plan + preliminary bibliography (approximately 4-5 pages).  
Peer review and discussion of proposals and brainstorming session  
**Bring 2 hard copies of your proposal to class.**

10/19 Free for Field Research and scheduling for individual and small group meetings throughout week  
Remember: Rose and Borges are available Tuesday 1:30-3 and Wed. 1:30-4 for individual and small group meetings. We may also be accompanying people in the field. Either faculty or students may request meetings as needed.

10/26 Present updates on field research  
**Read:** PO Analyzing Field Notes: Ch 10, p 179-

11/2 Free for Field Research and individual and small group meetings

11/9 Updates and Analyzing Interviews/Field Notes  
**\*Due:** One transcript of an interview highlighted for presentation to class or Organized Ethnographic Field Notes and Analysis for presentation to class. You will then turn these in at the end of class.  
**Read:** Yow Appendix C

11/16 Free for Fieldwork and individual and small group meetings

Thanksgiving

11/29 Group A: Draft of Research Paper/Project Due (by noon)  
11/30 Group A: Student Research Presentations (n=5)

12/5 Group B: Draft of Research Paper/Project Due by midnight  
12/7 Group B: Student Research Presentations (n=5)

12/17 Final Research Papers/Project Due by 2p.m. (or anytime earlier: one hard copy to Rose at CSC and an email attachment to Rose and Borges)

## Grading Rubric

A, A- indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled and extensive knowledge of facts and principles has been demonstrated.

B+, B, B- indicate good to very good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.

C+, C indicate adequate, average performance. Critical thinking, reflection and application of knowledge have been demonstrated, at a basic level, though not necessarily uniformly. Writing and communication skills may show repetitive patterns of mistakes or deficiencies. Requirements of the course have not been uniformly fulfilled and an understanding of facts and principles may not be uniformly demonstrated.

C-, D+, D, D- indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills are inadequate. Some requirements may not have been adequately fulfilled, and very little knowledge of facts and principles has been demonstrated.

F indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated and requirements clearly have not been fulfilled.

## Class Participation Rubric

<b>4</b>	Students contribute a great deal to class discussions, always taking a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. Through participation and inquiry, they consistently demonstrate a genuine desire to learn and share ideas with the class. They initiate discussions, ask significant questions, and act as leaders within the group. They are willing to take risks, to assert an opinion and support it, and to listen actively to others. These students are well prepared to contribute to the class as a result of having thoughtfully completed assignments. Likewise, on fieldtrips and in their own research, students are engaged, active listeners, ready to ask thoughtful questions, and to take the initiative to make contact.
<b>3</b>	Students consistently take an active role in their own learning. They participate regularly in class discussions and frequently volunteer their ideas, ask thoughtful questions, and defend opinions. They listen respectfully to their classmates and are willing to share ideas as a result of having completed assignments. Though never causing disruption to the class, these students do not always demonstrate a consistent commitment to make the most out of our class time each and every day.
<b>2</b>	Students sometimes take an active role in their own learning, every now and then sharing relevant ideas and asking appropriate questions. Although reluctant to take risks, they contribute now and again to class discussions. These students listen to their classmates and respect their opinions. As a result of having completed assignments, these students are prepared to answer questions when called upon.
<b>1</b>	Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. They hesitate to share their ideas or to take risks, and they may not always listen to or respect the opinions of others

## Research Proposal

**Due October 12** by 8a.m.: Please email to both [rose@dickinson.edu](mailto:rose@dickinson.edu) and [borges@dickinson.edu](mailto:borges@dickinson.edu)  
And bring 2 printed out copies with you to class. Your 5-6 page research proposal should include:

- A Focus Statement:      What your research focuses on?  
                                    What questions you will be pursuing?  
                                    Why these research questions are important?
- Literature Review:      Integrate a discussion of the readings we have done in the various Mosaic classes  
                                    describing the context for what you are studying and why it is important.  
                                    What do these other studies/readings reveal/suggest about the subject you are examining?  
                                    What more needs to be explored/examined?  
                                    (See ER: Neuman1 for tips on writing a literature review)
- Methodology:            How do you plan to conduct your study?  
                                    Methods: Participant Observation, Interviews – if so, what kind?  
                                    Content Analysis, Archival Research  
                                    Sample: with whom? how will you get your sample?  
                                    Timeline: for interviews, observations, research

### Data Analysis Conclusion

(Preliminary) **Bibliography**: At least 5 sources that include both books, articles, reports (Three of these may be sources from class readings)

### Appendix: Fieldwork Reflections

## Field Work Journals One Model

As part of the research process, you should keep a research journal.

One option is to keep a set of three (3) separate journals that document how your work is progressing. These journals will enable you to keep track of and analyze your research as you proceed throughout the semester. Also see our research methods text for tips on keeping good field notes.

These three journal types are: the "raw data" file; a methodological log; and an analytical journal.

The **raw data file** should contain actual observations; interviews; questionnaires; and/or content analysis. Entries as you go. Definitely keep a log: 1) of all ethnographic site visits with location, date, and notes; and 2) a log of all interviews (formal, conversational, etc. with name (may only be first name or pseudonym in case of workers who may not want to be identified; titles, full name and contact info for people who are public officials and for those who are willing to be identified).

The **methodological log** should document how the research process is going, how your role as researcher is evolving, and what questions and techniques you tried and how people responded to you/them; that is, what was successful? unsuccessful? Are you on-schedule or off-schedule and why? The log should also list questions that you may want to address through subsequent interviews, observations, or possibly questionnaires. **Entries should be made weekly at a minimum once field work begins.**

The **analytical journal** provides you with the opportunity to ponder, question, and ultimately, organize your findings. Emerging patterns or themes in your research should be addressed: what themes/categories are emerging? What hypotheses are you formulating? What evidence supports/challenges/negates a specific hypothesis? How are your research questions related to other important aspects of the organization/subject you are studying? What variables are interrelated and how? **Entries should be made weekly at the beginning and increase in frequency by the end of your fieldwork.**

We may ask to see your journals at any point in the semester in order to best advise you with regard to your research. They will be essential to conducting and writing up the research and will provide the raw material for our



discussions and workshops.



### **Academic Honesty Policy**

Dickinson College is committed to excellence in scholarship. Academic dishonesty is a fundamental offense against the integrity of an academic institution. All members of the university community have a responsibility to ensure that the highest standards of integrity in scholarly and creative work are understood and practiced. All students deserve a healthy learning environment and evaluations that are based on their honest, independent efforts. I am strongly committed to assigning grades based on my students' honest efforts on exams and other class assignments. Academic dishonesty in any form, therefore, will not be tolerated in my classes. Academic dishonesty is a violation of the Student Code of Conduct and it will be reported to the Disciplinary System of the College. *Normally, a student found responsible for intentionally violating the academic code will receive a failing grade for the course, and be placed on stayed suspension for one semester.*

Acts of academic dishonesty include falsifying or creating data, plagiarism (copying the work or words of others and claiming them as your own), facilitation (helping another cheat), or double dipping (using a paper that you have written for another class). If you are in doubt as to whether some act constitutes academic dishonesty, please ask before it is too late.

### **Disability Statement**

Dickinson College makes reasonable academic accommodations for students with disabilities. Every professor is available to discuss the implementation of academic accommodations for students with documented disabilities. Students requesting accommodations must first register with Disability Services to verify their eligibility. After documentation review, Marni Jones, Director of Learning Skills and Disability Services, will provide eligible students with accommodation letters for their professors. Students must obtain a new letter every semester and meet with each relevant professor prior to any accommodations being implemented. These meetings should occur during the first three weeks of the semester (except for unusual circumstances), and at least one week before any testing accommodations. The Office of Disability Services is located in Biddle House. For appointments call 245-1080. For more information, see the Disability Services website <http://www.dickinson.edu/student-life/resources/disability-services/> or email [disabilityservices@dickinson.edu](mailto:disabilityservices@dickinson.edu).