Community Learning Assignment

For this assignment, you will serve as a ***short-term research consultant*** to a local leader on a topic relevant to how states, localities, and local institutions make policy in the midst of racial and ethnic diversity. Four local leaders will speak to our class at the end of March. In addition to discussing how their work is related to the class topic, they will present a question or problem that they face. You and a group of 3-5 classmates will be assigned to serve as short-term consultants to the leader in addressing this question or problem. In the final two days of the class, you will present a ***group briefing presentation*** to the class and the leader, making recommendations for how best to address the question or problem. You will also submit an ***individual memo*** that offers your recommendations in written form.

This community learning assignment aims to help you contextualize the information and theories we address in class through an applied case of local interest. The goal of community learning is to enrich your understanding of class material while contributing to the surrounding Hartford community.

Briefings
Presented in class on the assigned day. Copy of visual aid (PowerPoint or similar) submitted to Moodle.

In groups of 3-5, students will present a 15-minute briefing responding to the question or problem raised by their assigned local leader. The briefing should advise the leader on a course of action in response to the question or problem s/he raised. The team should use appropriate visual aids (perhaps PowerPoint, or a suitable alternative) and should submit a copy of the visual aids to Moodle for assessment. Throughout the briefing, the team should act as professional, short-term consultants to the assigned leader.

The research process will differ across groups, but students should expect that they will be conducting both primary and secondary research. In terms of primary research, teams will have to gather information from the leader in order to better understand his/her work and the local context. Primary research also could involve interviewing local clients or volunteers or visiting relevant sites. In terms of secondary research, teams will have to gather information on what scholars and practitioners recommend as best practices with respect to the problem at hand. Toward this end, the briefing should cite at least ***fifteen sources***, including ***eight policy or scholarly sources***. The briefing should acknowledge all sources of information and images and include a list of sources at the end of the visual presentation.

Following the presentation, the briefing team should be prepared to respond to questions from the leader, me, and classmates. Not all briefing team members need to speak during the presentation, but all must contribute to the development of the briefing. To avoid free-riding, after completion of the briefing, each member of the team will confidentially evaluate his/her own performance and the contributions of each of his/her team members.

I will evaluate the briefing based on its argument (presence of clear recommendations, justification using appropriate evidence, and response to policy alternatives) and its clarity of presentation (structure, oral presentation, and visual content). Individual grades will be assigned based on the assessment of the overall briefing (85 percent) and peer assessments (15 percent).

<u>**Policy Memo**</u>
Memo due May 11, 4 pm to Moodle and to Professor Williamson's mailbox in Downes Memorial (POLS office).

In addition to the group briefing, you will write an individual 10-12 page memo recommending a course of action to your assigned leader.

Instructions:

<u>Sources</u>:   In your memo, you must draw on a minimum of **ten** relevant sources *beyond class readings*. These sources are likely to include organizational reports and/or local newspaper articles providing background information, but must also include **at least six** scholarly sources or policy reports on the issue that you will address. In other words, in making your recommendations to the leader, you need to draw on credible information suggesting best practices for addressing the given issue. Pay careful attention to any political bias of the sources you incorporate and orient the leader to this background.

<u>Structure</u>:   This assignment takes the form of a policy memo. We will discuss how to write a policy memo in class, including the importance of a clearly delineated structure with distinct sub-sections.

<u>Counterargument:</u>   Your analysis should carefully address objections to your recommendations from important constituencies and argue why your recommendations remain valid despite this potential opposition.

Grading:

Please see the handout on discussion questions and responses papers distributed on the first day of class for details on the criteria used in assessing written work. We will discuss in class how terms like "thesis" and "structure" differ in a policy memo as opposed to a typical academic essay.

Steps to Assignment

1. Client Presentations (3/23, 3/28, 3/30). Student responsibilities:
   a. Read the assigned materials and come prepared with questions for the class speaker.
   b. Take careful notes to facilitate writing up your group's scope of work. (You will receive your group assignments by Thursday, March 23.)

2. Scope of Work (one per group due 4/2 at midnight to Professor Williamson via email; meetings in class on 4/4)
   a. One member of each group will be assigned to write the "scope of work" for their group's project. That student will be responsible for drafting the document and distributing it to the group for comment and revision prior to submission to Professor Williamson. For that student, the scope of work will serve as their second response paper. (I will notify the students who will write the scope of work.) Example scopes of work are posted on Moodle. The first example provides a good example of the format of a scope of work, while the second example provides exemplary content.
   b. The scope of work should consist of the following elements, with clear sub-headings, in 3-4 pages:
      i. Research Question: A clear statement of the research question the client seeks to answer.
      ii. Statement of Need: What problem does the client seek to address? Provide relevant facts and figures from the speaker's presentation and/or the readings.
      iii. Client Incentives: To whom is the client accountable with respect to this project? Who are the key stakeholders? Who are the likely sources of opposition?
      iv. Methods: Given the client's needs and interests, how will your group proceed in answering the research question?
      v. Remaining Questions: What key information must your group seek in order to answer the research question? What remaining questions does your group have for the client or for me?

3. Professor-assigned project readings on 4/6 (projects 1 and 2) and 4/11 (projects 3 and 4).

4. Team-assigned project readings on 4/13 (projects 1 and 2) and 4/18 (projects 3 and 4). Teams need to provide me with a pdf of the assigned readings via email one week prior to the class session. The readings should be academic publications or rigorous policy analysis from non-partisan institutions.

5. Presentation Workshops (4/20, 4/25)
   a. Th, 4/20, Project 1 and Project 2 will present draft briefing.
   b. T, 4/25, Project 3 and 4 will present draft briefing.

6. Final Briefings (4/27, 5/2)
   a. Th, 4/27, Projects 1 and 2.
   b. T. 5/2, Projects 3 and 4.

7. Individual Memo. Due 5/11, 4:00 pm to Professor Williamson's mailbox and Moodle.

	UNIT 3: COMMUNITY LEARNING PROJECT		
DATE	**TOPIC**	**READINGS**	**ASSIGNMENTS**
Th, 3/23	Project 1 speaker Project 2 speaker	• US Department of State on Refugee Admissions (and two links on main article): https://www.state.gov/j/prm/ra/ • Pew: http://www.pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s/ • Asylum Hill Neighborhood Association: https://www.asylumhill.org/ • Asylum Hill Resource Corner: http://www.redtruckstonecatcher.com/2017/02/a-welcome-resource.html	
T, 3/28	Project 3 speaker	• Peruse the CRIA website: http://www.hartford.gov/boards-and-comissions/active-boards/90-boards-a-commissions/1392-commission-on-refugee-and-immigrant-affairs • Peruse the website of the former Immigrant Voting Project: https://web.archive.org/web/20120209131552/http://www.immigrantvoting.org/statescurrent/newyork.html	
Th, 3/30	Project 4 speaker	• Review President Trump's Executive Order on Interior Immigration Enforcement: https://www.whitehouse.gov/the-press-office/2017/01/25/presidential-executive-order-enhancing-public-safety-interior-united • Governor's Office Guidance to Law Enforcement and Superintendents (read main page and linked memos): http://portal.ct.gov/Office-of-the-Governor/Press-Room/Press-Releases/2017/02-2017/Malloy-Administration-Issues-Guidance-to-Law-Enforcement-and-School-Districts-Regarding-Immigration • Waslin, Michele. 2011. "The Secure Communities Program: Unanswered Questions and Continuing Concerns."	
Su, 4/2			One member of each group submits scope of work to Professor Williamson via e-mail by midnight.

T, 4/4	Scope of Work Meetings	Begin to collect sources and read on your project topic and be prepared to discuss at least one source you identified. 15 minutes on presentation skills and expectations, followed by 15-minute meetings with each group.	
Th, 4/6	Readings for Projects 1 and 2	• Capps, et al. 2015. *The Integration Outcomes of US Refugees.* Migration Policy Institute. • <mark>TBA</mark>	
T, 4/11	Readings for Projects 3 and 4	• Hayduk, Ronald. 2004. "Democracy for All: Restoring Immigrant Voting Rights in the US" New Political Science 26(4). • <mark>TBA</mark>	
Th, 4/13	Team-assigned readings (Project 1 and 2).	• <mark>TBA</mark>	
T, 4/18	Team-assigned readings TBA (Project 3 and 4).	• <mark>TBA</mark>	
Th, 4/20	Projects 1 and 2 Briefing Workshop.	Only groups 1 and 2 attend class; other groups work on project.	
T, 4/25	Projects 3 and 4 Briefing Workshop.	Only groups 3 and 4 attend class; other groups work on project.	
Th, 4/27	*Meeting in Seabury N215*	Project 1 and Project 2 Briefings.	
T, 5/2	*Meeting in Seabury N215*	Project 3 and Project 4 Briefings.	
Th, 5/11			Final Memo due, 4:00 pm to Professor Williamson's mailbox in Downes, 1st floor.