

**Trinity College Institutional Review Board (IRB)
Request for Project Review (Form B)**

For use by IRB Office Administrator only:		
Proposal No.:	Date Received:	Receipt Sent:
Action Notes:		
Notification Sent:		

Please review the IRB Policies & Procedures Manual carefully before preparing this form.

Instructions (If you need help call (860) 297-2376 or e-mail james.hughes@trincoll.edu)

1. Copy this file to your computer.
2. Fill out (use tab key to navigate) and save the document.
3. Send the completed Form B and all supporting materials as electronic files by e-mail attachment to james.hughes@trincoll.edu **and** irb@trincoll.edu.

Date: **6/2/11**

Candace Simpson
Principal Investigator

- ☐ Trinity College faculty/staff/administrator
☒ Trinity College student
☐ Other (please specify)

E-mail: Candace.simpson@trincoll.edu

Phone: 718.715.5237

Jack Dougherty
Faculty Sponsor (if applicable)

N/A
Course Name & Number (if applicable)

Title of Research:

On The Line: Interpreting Civil Rights History from Different Sides of the Line

6/6/2011
Estimated beginning date

6/1/2012
Estimated completion date

NO RESEARCH may be done before IRB Approval of your protocol.

A. RESEARCH PERSONNEL:

Please list ALL research personnel involved in the conduct of this study. All personnel must complete the IRB approved educational program on the protection of human subjects.

Name	Position (e.g., Faculty, Student)	Date of Completion of NIH Online Human Subjects Research Education Program
Candace Simpson	Student	5/28/2011
Jack Dougherty	Faculty	9/7/2010

B. NATURE AND PROSPECTIVE BENEFITS OF THE PROJECT

Briefly describe your research project. What research, if any, has been done in this area and how does it inform your project? Why is this research important? How is this study novel or different from earlier research in this area? How will this project contribute to the discipline and society? How do the benefits of the research justify any possible risks that might be incurred by the participants in the study? You may attach a research prospectus if available.

Enter Text: For my contribution to the On The Line project, I will be exploring approximately 50 different everyday people's response to various historical documents and maps surrounding the topic of schooling and housing across racial and socioeconomic lines, among others. How do ordinary residents from different sides of the city-suburban line interpret their own local history? How do they make sense of stories, maps, pictures, and news clippings that highlight inequality and struggle? What personalized connections do they make with this history, and what messages do they take away from it? We aim to gain insight on the public opinion of history and a better understanding of how people situate themselves into a larger story. Often times, the work done on civil rights is often passed down as American history, but everyday people rarely get an opportunity to "talk back" to the history.

C. PARTICIPANT POPULATION

C1. Type of participants (check all applicable):

- ☒ **Adults**
☐ **Minors** (under 18 years old)
☐ **Trinity College students** (check all classes that apply):
 ☐ 1st year ☐ Sophomore ☐ Junior ☐ Senior
☐ **Vulnerable populations** (e.g., mentally or cognitively impaired, prisoners, parolees, pregnant women, or fetuses)
☐ **Other** (specify):

C2. Explain any exclusion of particular groups (e.g., persons under age 18) or any oversampling (e.g., based on race/ethnicity).

Enter Text:

C3. Institutional Affiliation:

Please note: Research involving off-campus institutions such as hospitals, schools, prisons, or other social service agencies requires approval from that institution's IRB or comparable research review board or agency official. **Documentation of approval from external agencies is required.**

☒ **No institutional affiliation outside of Trinity College is involved**

- ☐ **Schools** (specify*):
☐ **Hospitals** (specify*):
☐ **Other** (specify*):

*Please describe who you are working with (name, contact info) within the organization/agency. Describe any procedures or review process that you have been asked to follow. (Send copy of permission/approval along with this application.)

Enter Text:

C4. Estimated number of participants: 50

D. METHODOLOGY

D1. How will the participants be solicited or contacted (e.g., ads, telephone, letter, announcements made in courses)? Please include exact wording of recruitment letters, notices, or scripts.

Enter Text: I will interview approximately fifty people at various public spaces by asking if they wish to participate in a brief interview about the history of Hartford and its suburbs.

D2. Will any extrinsic incentives (e.g., money, course credit, etc.) be offered to the participants for their participation?

☐ Yes ☒ No (If yes, please explain the nature and amount of incentive.)

Enter Text:

D3. How long will it take a subject to complete all study procedures? Be specific (15 mins., 2 hours, etc.).

Enter Text: Approximately 10-15 minutes.

D4. Please describe or attach a copy of all written materials, including questionnaires, surveys, or tests that will be administered to participants. (If using standardized or copyrighted tests, you may simply name the instrument.)

Enter Text: See attached interview guide.

D5. Are you planning to conduct open-ended interviews or focus groups?

☒ Yes ☐ No (If yes, please submit a schedule of interview or focus group questions.)

Enter Text: See attached interview guide.

D6. Do you plan to film-, video-, or voice-record participants?

☒ Yes ☐ No (If yes, please provide details.)

Enter Text: Voice recording

E. RISKS

E1. Will the participants incur any psychological, social, physical, or legal risk? (This includes any psychological distress associated with experimental manipulation.)

☐ Yes ☒ No (If yes, please explain the nature of the risk.)

Enter Text: No risk to participants, other than the fact that they may be asked questions about the memories of race and civil rights.

E2. Will the participants be deceived or misled in any way?

☐ Yes ☒ No (If yes, please explain the nature of the deception.)

Enter Text:

E3. Will there be any probing (either verbal or in written form) for information that participants might consider to be personal or sensitive?

☐ Yes ☒ No (If yes, please explain the nature of the information.)

Enter Text: No sensitive information, except that participants will be asked to share their memories of the past.

E4. Will participants be presented with materials, or be exposed to social interactions, that they might consider to be offensive, threatening, or degrading?

☐ Yes ☒ No (If yes, please explain the nature of the materials or social interaction.)

Enter Text: No, except that participants will be shown historical source materials on housing and schooling discrimination in the Hartford area.

E5. If you answered “YES” to any of the questions in this section, please explain how you will minimize any risks.

Enter Text:

F. INFORMED CONSENT/ASSENT

F1. Will a written consent form be used?

☐ Yes ☒ No* (If no, provide justification.)

Enter Text: See the interview guide, which asks participants for informed consent before beginning the interview.

Federal law requires that, except in special circumstances, informed consent must be obtained. In brief, consent forms must include: 1) a statement explaining the purpose, procedures, and duration of the project; 2) a description of benefits to the participant and others; 3) a statement describing the manner in which confidentiality will be maintained; 4) a statement of any risks involved; 5) contact information should questions arise in the future; and 6) a statement that participation is completely voluntary. (Include a copy with your application.)

**If a consent form is not to be used, the researcher must provide a justification, for instance in the case of web-based surveys where consent can be implied by participants accessing a website. In addition, researchers must provide participants with contact information for a person affiliated with the project and with the name of a member of the IRB committee (usually the committee chair) should questions arise.*

F2. If participants are minors (under 18 years old), will parents' or guardians' consent be obtained?

☐ Yes ☐ No ☒ N/A (If NO, please explain. If YES, include a copy with the application.

The copy you send to the IRB should be the exact version you will use with parents/guardians.)

Enter Text:

F3. If participants are minors, will minors' assent be obtained?

☐ Yes ☐ No ☒ N/A (If NO, please explain. If YES, include a copy with the application.

The copy you send to the IRB should be the exact version you will use with minor participants.)

Enter Text:

G. CONFIDENTIALITY

G1. Will data be collected that identifies individuals or that will be recorded in a way that allows observations to be linked to individuals?

☐ Yes ☒ No (If yes, please explain the nature of the information being collected and the manner, if any, in which the information may be publicly disclosed.)

Enter Text: We will not ask for individually identifiable information, but if a participant voluntary gives such information (e.g. "I used to live at 100 Main Street"), we will mask that information when transcribing and coding interviews.

G2. What steps will be taken to insure confidentiality of personal data? (Be specific. How will confidentiality be preserved as data are collected, stored, analyzed and published? When and how will data identifying individual participants be destroyed?)

Enter Text: No individually identifiable information will be transcribed for this project.

G3. Who will have access to these data? List individuals by name and role on project (e.g., PI, student investigator, staff, public).

Enter Text: Candace Simpson- Primary investigator, Jack Dougherty- Faculty Advisor

ASSURANCE PAGE

I certify that the procedures described above are accurate and will be followed in the course of the research project. I will notify the IRB immediately of any changes to procedures and if unanticipated problems arise during the research process.

Candace Yonina Simpson

Researcher's Full Name

7187155237

Phone Number

On The Line: Interpreting Civil Rights History from Different Sides of the Line

Project Title

candace.simpson@trincoll.edu

Email Address

Jack Dougherty

Faculty Advisor/Supervisor

6/2/2011

Date

Completing Form B:

1. Once you have filled out the form completely, save the Word document using a unique filename. (It is suggested that you use your surname and the date in the filename.)
2. Send the completed Form B and all supporting materials as an e-mail attachment to the chair of the IRB james.hughes@trincoll.edu and to irb@trincoll.edu.

For IRB Use Only:

- ☐ The proposal is exempt from further review.
- ☐ The proposal is eligible for expedited review.
- ☐ The proposal should be given a full IRB review.

Per:

Full Name of Reviewing IRB Member

Date

On The Line: Interpreting Civil Rights History from Different Sides of the Line

Interview guide (6/2/2011)

Guide's name _____ Date & location _____ Participant code: _____

Hello, I'm _____ from Trinity College, and I'd like to show you some digital maps of the Hartford area, past & present, and listen to your reactions. It's entirely voluntary and anonymous. Would you like to participate? (If yes) May I record our conversation for a study we're conducting about how people interpret these maps?

A) The first map shows the current population in any area, with each dot representing people of a racial or ethnic group. What is your zip code? _____

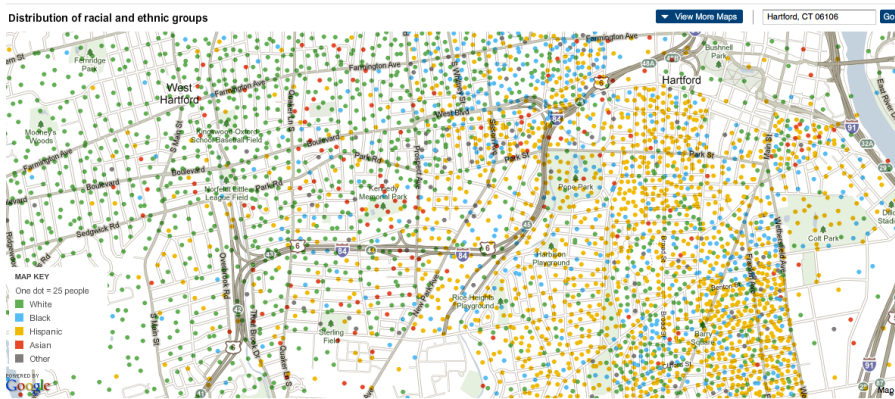
[NYTimes current census map](#)

The New York Times

Mapping America: Every City, Every Block

Browse local data from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Find something interesting? Share this view



Tell me what you see in this map.

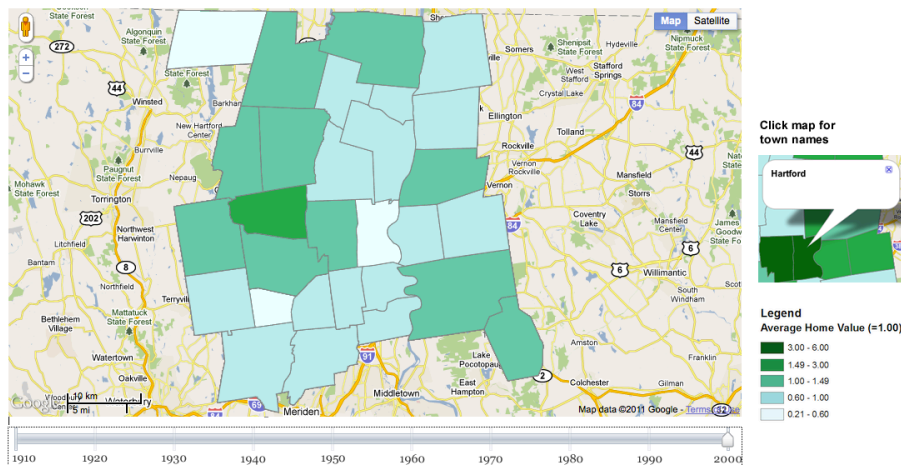
Is that what you expected to see?

B) The second map shows the relative value of single-family homes in the Hartford region, where darker green means higher home values. Which town do you live in? (click to show name on map) _____

[Home value index animated map, 1910-2000](#) (set to present)

Home Value Index in Hartford Region, 1910-2000

2000



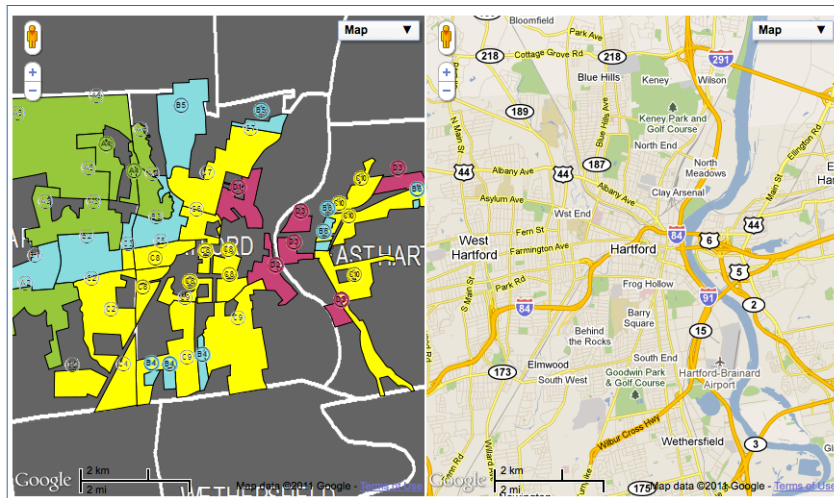
Now move the timeline backwards to see what home values looked like a century ago. Tell me what you see in this map.

Is that what you expected to see?

C) The third map shows you the Hartford area in 1937, when the federal government and mortgage lenders rated neighborhoods. They colored the safest investments in green, and the riskiest investments in red. Do you live in one of these neighborhoods? Click on it _____

[HOLC "redlining" map, 1937](#)

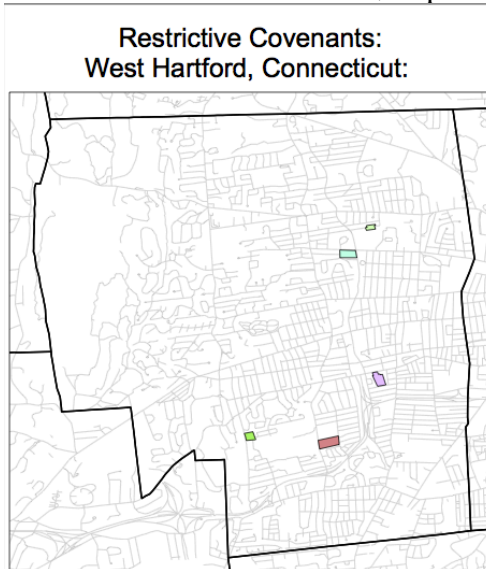
Federal HOLC "Redlining" Interactive Map, Hartford area, 1937



Tell me what you see here.

Do you see any connections between this map and the previous ones?

D) The final map shows you the town of West Hartford around 1940, marking neighborhoods with racially restrictive property deeds. Click on any area _____
1940 Restrictive covenant (map to come)



Tell me what you see here.

Do you see any connections between this map and the previous ones?

Wrap-up question: Some people look at these maps and see a story of racial or economic barriers that still persist, while others see a story of civil rights progress that our society has made over time. What do you see?

May I ask you a few questions about yourself? Your answers will remain anonymous.

What street and block number do you live on? (example: 123 Main St would be "100 block of Main Steet")

What town/ city do you live in, and how long have you lived there?

What year were you born?

How do you describe your race or ethnicity in your own words?

What kind of work do you do?

What was the last year of schooling you completed? (less than HS/ HS/ some college/ college/ beyond)

How often do you use the web? First time/ 1-2 times week/ Daily (circle)

Male/Female (circle)

Thank you so much! Here is a card with the website for this project, and if you have any questions about the research study you may contact the person listed.

On The Line web-book

<http://OnTheLine.trincoll.edu>

Professor Jack Dougherty

Trinity College, Hartford CT

phone: 860-297-2296

email: jack.dougherty@trincoll.edu

Date: June 6, 2011

To: Candace Simpson
Jack Dougherty

From: James J. Hughes Ph.D., Chair
Trinity College Institutional Review Board
Federalwide Assurance: FWA00013955



Re: Approval of Research Proposal 2011-100

I have reviewed your request for IRB review and approval of your research on the “On The Line: Interpreting Civil Rights History from Different Sides of the Line.” Your proposed research project meets the ethical standards for research involving human participants with respect to obtaining informed consent, assuring confidentiality of participants’ responses, and posing little or no risk to participants. Your project is hereby approved and you may proceed with your research when you wish. If the need arises for any further communication about this proposal, please use the identifier number above.

Please note this approval extends for a period of one year from the date above. Should you continue your research beyond that period a new IRB application is required.

If you change your research methodology in any way, please contact me so that I can verify that your research still meets the appropriate ethical standards.

cc. Melanie Stein, IRB Administrator

Sincerely,



James J. Hughes Ph.D.
Chair, Institutional Review Board
Trinity College