**Module 3 Project Progress Notes**

UNST 220, Spring 2016

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| Carefully follow the instructions below. Your Book Review Final and Project Progress Notes should be uploaded to dropbox in D2L by Thursday 5/5 (11pm). |

**Book Review**

1. By now you should have read your entire Book Review book and crafted a draft of your Book Review centered around the community featured in your story.

* Carefully re-read the entire Book Review assignment guide, found in the “Assignment Guides” folder in the Content tab on the course home page.
* Use this guide to help you finalize your Book Review.
* Save your Book Review draft as “YourLastName\_BookReview\_Date”.
* Upload to the “Book Review – Final” Dropbox folder by Thursday 5/5 @11PM.

**Community Profile Project**

2. You should be well on your way to recording observations for you Community Profile Project. Carefully follow the guide below to help you stay on track during Module 3 (cut/pasted from the Community Profile Project Guide, in the Assignments folder on our D2L homepage).

* In addition to completing Module 3 steps below, read the Community Profile Project – Paper Guide (found in the Assignments folder on our D2L homepage) to familiarize yourself with what’s to come during Modules 4 and 5.
* As you read the Paper Guide, think to yourself about an audience for your paper. Who might appreciate reading this? Leaders of the community you study? Your community’s members? Is there a monthly newsletter that might feature your writing? Make a note of a potential audience for your paper as part of your Module 3 Field Notes.
* Remember: During the research phase, you should plan to spend at least ***five hours a week*** participating in community life and observing specific relationships, structures, behaviors, and patterns that exist within your chosen social group.

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Module 3

Continue to be a participant observer of the everyday life of your community. Keep recording any new insights or evidence you come across that fit the categories from your first set of field notes. Starting this week, you will also be observing the organization of your community. Create new headings in your field journal for:

**1. Organization of your Community:** Is there a formal or informal organizational structure within your community? If it’s informal, who makes decisions in your community or gathers people together? Is your community organized in a horizontal (everyone shares equal responsibilities) or hierarchical manner? Does your community have leaders or members who everyone respects and listens to? What evidence do you see of their leadership?

**2. Sub-groups:** Are there sub-groups or sub-cultures within your community? How do these sub-groups fit into the structure of the larger community? Do sub-group members share any specific traits or characteristics? Do they have separate rules of behavior or rituals apart from the overall community? Are there certain physical spaces where sub-groups gather?

**3. Deviance/Conflict:** How does the community deal with members who deviate from the group’s rules, norms, or values? Are there sub-groups that have conflicting or competing rules, values or rituals? By what process can a community member who has deviated from the group’s rules of behavior be welcomed back into the larger group? What challenges or conflicts are happening within your community? How are these addressed, if at all?

**4. Mobility:** Do community members shift roles or responsibilities? How often does this happen? How does that change occur? Can community members shift positions in your group’s formal or informal organization structure? Can members move between various sub-groups? How do members gain or lose status or privileges within your community?

When you turn in this second set of field notes, you’ll also need to submit a thesis statement for your Community Profile paper. In order to come up with a strong thesis statement, you’ll have to identify a theme that you want to focus on for the paper. Read over your field notes so far, and think about the patterns that you’ve noticed in your community so far: are there any aspects of your community’s structure or organization that seem particularly unique or interesting? Does your community embody a particular theory or idea about community life that we’ve read about in our course materials so far? Does your community seem like an anomaly compared to similar groups? Is your community a model for how other social groups could organize or overcome a particular challenge or hurdle? Is there something that shocked or surprised you as you began observing?

Often times, in this type of research, a theme will emerge. Is there a particular topic (deviance, unspoken rules, conflicts over community structure) that you find yourself thinking about or observing more than others? Once you have an area of focus identified, you’ll need to do a little more thinking. What fresh perspective can you bring to this topic? What lens do you want to look at this idea from? What are you seeing in your particular community that you think others can learn from? Now that you have a theme and a unique viewpoint from which you are examining this theme, it should be relatively easy to come-up with a thesis statement for your paper.

Remember that your thesis statement is a work in progress. You will need to spend at least another week collecting additional data and/or conducting some library research to have enough material to begin writing your paper. As you continue to collect data, your thesis may be reworked or refined.

**Submit a copy of your second set of field notes and your thesis as part of your Module 3 Project Progress Notes. Be sure to see the Community Profile Project – Paper Guide in the “Assignment Guides” folder on our course homepage for details on what this paper will include. Finally, make a note of a potential audience for your paper as part of your Module 3 Field Notes.**

**Note: You may submit your field notes, thesis, and potential audience as a separate document, OR you may cut/paste it below and upload this document. Either way, save the document as “YourLastName\_Module3ProjectProgressNotes\_5.5.16”**

**Organization of Community**

**05/01/2016**

There is an informal structure with this community. People who make decisions in our community are the leaders (the dean). However, we do get the opportunity to make decisions as well if more than one person agrees on the same thing. For example, last term we had a really bad instructor teaching one of our senior/graduate courses. He was so bad that he failed about 50% of the undergraduate students. We all got together and made a decision that he shouldn’t be teaching this course anymore. We all went to the department chair and complained. As a result, he now doesn’t teach the course anymore. This community is organized in a hierarchical manner. The leaders of this community are the dean and the department chair. We have coffee with the department chair about every other Friday so he’s up to date.

**Sub-groups**

**05/02/2016**

There are many sub-groups that exist in this community, as mentioned in previous field notes. What really makes these sub-groups is the culture. We get many international students here in the engineering department, and they bring their culture with them. I myself am one of them. For example, we have a big number of Asian people here. They form an Asian group in the engineering basement. However, the Indian sub-group is the probably the biggest. When I started taking graduate courses, I started seeing more and more Indian students. We get a lot of Indian students in the master’s program. They form an Indian sub-group in the circuit lounge where I work. We also have educational sub-groups. For example, we all form a mathematics subgroup of this community because we all have to take so many mathematics courses. All these sub-groups have their own rules about how they pursue their education. For example, my two Asian friends have this rule where only one of them goes to class if they share the same class while the other one learns the material on his own. Eventually, they teach each other as exams approach and it works really well for them.

**Deviance/Conflict**

**05/02/2016**

This is an interesting point. However, it doesn’t really apply to this community. When a member wants to leave, they can leave. A lot of members actually switch sub-groups throughout the year. For example, switching from electrical engineering to civil engineering. This happens all the time. However, if a member violates the rules, then we have some penalties. For example, if two members of this community got together and did an individual assignment together, they’d have a warning. If they do it a second time, they’ll get suspended from this community (the engineering program). I don’t know whether they’ll be able to get back into it.

**Mobility**

**05/03/2016**

Members of this community don’t shift roles as far as I know. Since this is an academic community. We’re all students, instructors, professors, deans, etc. A student can’t switch roles with another student. However, instructors sometimes teach something they’re not supposed to teach. This only happens in emergencies. For example, when the original professor isn’t available suddenly. However, as mentioned above, members move between sub-groups, especially when they switch majors. This also happens when members get involved in more things. For example, I now belong to the IEEE (Institute of Electrical and Electronics Engineers) community because I work as a tutor in the circuit lounge. My job is supported by the IEEE community.

**Potential Audience**: Leaders and members of the community. Members of related communities such as the Mathematics, Indian, and Asian community.

**Thesis**: The engineering community is organized in a hierarchical manner with many sub-groups, each with a specific responsibility