

Citizens(hip) And Colonialism in our Backyard: Change-Making with Holyoke's Puerto Rican Community

**A Project Pericles Course along with Hampshire College's
Community Partnerships for Social Change (CPSC) Office**

**Franklin Patterson Hall (FPH) Room 108
Mondays, 6-9PM**

Critical Social Inquiry – CSI 252

Hampshire College
Fall Semester 2017

Instructors/Facilitators:

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Cheryl O'Connell – Teaching Assistant, oconn27c@mtholyoke.edu, Office Hours: TBA

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Moodle Course Website: <https://moodle.hampshire.edu/course/view.php?id=5788>

Course Description:

2017 marks 100 years of US colonialism in Puerto Rico. As one of the remaining colonies that has both attracted national attention but also been relegated to the periphery, the purpose of this Community-Based Learning course is to foreground this important history and explore and strategize structural and grass-roots responses to colonialism in both Puerto Rico and US Diaspora communities. Collaboration, listening, reflection, and rigorous research coupled by social action are the hallmark of developing an action plan to the social, cultural, and economic impacts colonialism has within Puerto Rican communities. As a transnational community that resides across national borders and across multiple US States, we will discuss how local communities within these various locations can proactively and creatively respond to the “coloniality of power.” In this course, we seriously consider Hampshire's motto: “To Know is not Enough.” Action informed by collaboration, reflection, and rigorous research sparks knowledge for social change. Alternating between holding class on the Hampshire College campus and within the Picknelly Adult and Family Education Center, 206 Maple Street in the city of Holyoke, with transportation provided by the College, we will discuss what is “community” and “engagement,” what is “colonialism” and its multiple manifestations, and then explore how to resist and respond to it by undertaking direct action, and community building. As a group, we will engage in both community dialogue and rigorous research to facilitate partnerships with local organizations and/or community-based learners and activists.

As a class partly funded by a Project Pericles Grant under the auspices of the Eugene Lang Foundation, the goal is to promote informed civic engagement. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Course Prerequisites:

A prior course in or related to: U.S. Ethnic Studies, Africana Studies, Latin American Studies, Sociology, Anthropology, Community-Based Learning, and/or Educational Studies. If you have not completed courses in any of these areas, but have a nuanced perspective of the communities and issues in Holyoke and/or Springfield, you are welcome to register into the class. A lack of knowledge in these areas may result in a compulsory course withdrawal.

Please Note:

You should expect to spend **8-12 hours each week** on course-related activities outside of the Monday class meetings, which include reading and preparing for class, note taking, writing, meeting with your classmates, attending class-related events (which will be announced in class and on Moodle), organizing a community forum/event (in either October/November), and preparing for class presentations.

Course Learning Goals

1. Gain an understanding of the development of Holyoke's Puerto Rican Community
2. Gain an understanding of the historical and colonial relationship between the US and Puerto Rico.
3. Develop an Asset-Based approach to community organizing and decolonization.
4. Appreciate that all people have the ability to be change-makers.
5. Understand the importance of collaboration across communities.
6. Understand the distinction between service, engagement, and partnership.
7. Understand some of the central issues impacting Holyoke's Puerto Rican community.
8. Understand the importance of listening to foster productive dialogue.
9. Connect listening, to reflection, to rigorous research.
10. Understand that knowledge is power, especially for communities denied access to particular ideas.
11. Gain a vocabulary that allows one to have fruitful and well-informed discussions with others within and outside of the academy.
12. Welcome solidarity with people who are equally invested in a community's well-being.
13. Appreciate the arduous process of democratic dialogue as much as the final product.
14. Foster research approaches that understand the link between inquiry, knowledge, and community-based social change.
15. Appreciate the connections between reflection and civic action.
16. Develop an ability and commitment to work actively within community contexts and structures to achieve/envision civic action and social change.

Requirements and Assignments/ Required Activities to Receive an Evaluation/Grade:

1. Participation and Attendance: 20%

This is a discussion-based advanced seminar. Therefore, your regular attendance and *active participation* is essential to the success of this class. It is imperative you read the assigned readings for each week and contribute to class discussions in the spirit of constructive, thoughtful, and engaged dialogue. *You should read for content but also for the themes that emerge from each reading and for those that connect the readings.* The expectation is that you will actively contribute to class discussion each time we meet, and that your contribution will be informed by a thoughtful, informed analysis of the assigned readings.

Everyone is permitted **one** unexcused absence during the semester. Since we're only meeting once a week, each additional unexcused absence will reduce your course grade by a third of a letter grade (e.g., B to B-). And for Hampshire students, this will greatly impact your final course evaluation. you will automatically fail the course after **three**.

Absences are excused only for documented medical or family emergencies, the observance of a religious holiday, adverse weather conditions, natural disasters, etc. If you're sick and already have one absence, you are required to provide medical documentation to confirm your illness. This policy is strictly enforced and was created due to misuse by prior students.

I understand that personal emergencies (hangovers, breakups, caffeine withdrawal, stomach flu, sadness/anger over Trump, etc.) do occur. Let the professor know if you're having difficulty attending class on time.

Tardiness Policy:

Things happen that will occasionally impact our ability to arrive promptly to class. You should plan to arrive to class promptly and no later than 6:10PM. **However, acute lateness (more than three (3) late arrivals (past 6:10PM) will be counted as one absence.**

Since this is a 3-hour seminar, you are encouraged to bring food to class. We will take a 10-15-minute break around the mid-point of the class meeting (usually between 7:20-7:30PM).

2. Group Presentations: 20%

The bulk of this class is listening, collaboration, research, and learning how to infuse fundamental principles of community-based, ethical research practices. During the semester, you will share your thoughts and interests on community change-making, organically join a group that shares your interests and/or concerns (each group is limited to 3-5 students), regularly present on the research you and your fellow group members are conducting, and also help lead/co-facilitate, if necessary, a Community Forum/Meeting. Students are encouraged to consult beforehand with either Professor Valentín, Cheryl O'Connell, or Maria Cartagena for guidance.

3. Two Reading Summaries: 20%

You are expected to summarize and synthesize the readings assigned during the semester between **Week 2 (9/18) through Week 8 (10/30)**. Write **two (2) three-four-page reflection papers** analyzing and synthesizing the assigned materials (readings, documentaries, Guest Speaker Presentations, etc.) and class discussions. *You select the weeks you plan to write and submit a paper.*

The papers are due by **5PM on a given Monday** and you are expected to post them onto the **Moodle course website**. These papers will help you synthesize ideas covered in class and in the assigned materials.

In advance of writing your paper, consider the following reading and writing guide:

- A. What connects the readings together? How are the assigned readings in conversation with each other? Aim to synthesize some of the central themes, arguments, and perspectives across the readings.
- B. What questions do the readings raise and what tentative answers can you provide to those questions?
- C. What do the readings provoke you to think about in terms of the larger issues we are discussing in class?
- D. You're restricted to 5-6 lines (overall) of quoting from the assigned materials. Thus, be selective in your quoting.

4. Community Engagement Action Plan – 30%

- Summary of Community Engagement Action Plan Due by 5PM on Monday, November 20
- Final Version due by 5PM on Monday, December 4
- Publicly Present Community Engagement Action Plan on Monday, December 11

5. Final Reflection of 3-5 Pages: 10% - Due by Noon on Friday, December 15

6. Submit Course Portfolio by Noon on Friday, December 15

Required Course Books

All required texts will be posted on Moodle, the course website, and available as **Free E-Books** on either the Hampshire/Five College Library Website or Free PDF documents on Moodle.

1. *Progressive Community Organizing: Reflective Practice in a Globalizing World*, 2nd. Ed. by Loretta Pyles (Routledge, 2014) - PDF
2. *Principles of Community Engagement*, 2nd Ed. by Clinical and Translational Science Awards Consortium (CTSA) (NIH/US Federal Government, 2011)
3. *Education for Socially Engaged Art: A Materials and Techniques Handbook* by Pablo Helguera (Jorge Pinto Books, 2011)

4. *Community-Based Research and Higher Education: Principles and Practices* by Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donahue (Jossey-Bass, 2003)

Technology in the Classroom

Cellphone:

Turn-off or silence your mobile phone at the beginning of class. Texting, answering calls, responding to emails, or responding to messages of any kind is obviously prohibited. Nothing will happen to you if you're digitally disconnected from Facebook, Twitter, etc. during class.

Laptops & Tablets:

Unfortunately, many students in the past have abused this privilege and have used either their laptops or tablets to do some web surfing, read their Facebook account, respond to email, chat with friends, etc. Such technological behavior is a distraction to others in class and impacts the entire learning environment within the classroom. It undermines the atmosphere required for fruitful and fully engaged learning. Should you decide to use your laptop or tablet in class, you're expected to turn off the Wi-Fi signal (download any course related materials before arriving to class). Laptops and tablets should be restricted for note taking and reading PDF files from course materials. In short: use of laptop computers and electronic tablets in the classroom are **strictly** limited to assigned reading course readings.

Having a laptop or tablet open in front of your face is an impediment to discussion and engagement with your classmates. Anyone found using any electronic device for casual web surfing, personal enjoyment, tweeting, blogging, or skyping, etc. will be marked absent for the class and will be required to do extra work. Moreover, no one will be allowed to bring computers, tablets, etc. to class once this trust is violated.

Accommodating Learning Differences

If you need course adaptations or accommodations because of a disability, or if you have disability-related information to share with me that may impact your performance or participation in this course, please make an appointment with me as soon as possible. I should be informed of your documented and approved accommodation no later than **Monday, September 25th**.

If you already have approved accommodations, please go to The Office of Accessibility Resources and Services (OARS) in the CASA/Lemelson Building to pick up Letters of Accommodation to facilitate a proactive discussion about how your accommodations will best apply to this course.

If you have not already done so, students with documented disabilities who need to utilize accommodations are encouraged to contact OARS to formally request accommodations as soon as possible to ensure that such accommodations are implemented in a timely fashion. OARS can be found online at www.OARS.hampshire.edu or contacted via email: Accessibility@hampshire.edu, via phone: [\(413\) 559-5498](tel:4135595498), or in person at the Lemelson Building.

Course Content Note

Adopted and edited from Angus Johnston, “Why I’ll add a Trigger Warning”, May 29, 2014 <https://www.insidehighered.com/views/2014/05/29/essay-why-professor-adding-trigger-warning-his-syllabus>

Occasionally, we will discuss events and issues that may be disturbing, even traumatizing, to some of you. If you ever feel the need to step outside during one of these discussions for a short time, you are welcome to do so. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.)

Melissa McEwan reminds us that: “Being triggered does not mean “being upset” or “being offended” or “being angry,” or any other euphemism people who roll their eyes long-sufferingly in the direction of trigger warnings tend to imagine it to mean. Being triggered has a very specific meaning that relates to evoking a physical and/or emotional response to a survived trauma or sustained systemic abuse.... Speaking about trigger warnings as though they exist for the purposes of indulging fragile sensibilities fundamentally misses their purpose: To mitigate harm.”

In-Class Writing Exercises

On occasion, there will be in-class writing exercises. The purpose of these writing exercises is to do some free writing where you have an opportunity to think through the readings *and* the in-class discussion to write about what you learned during a specific class meeting or to help process what you’re learning. The exercises are meant for you to reflect, synthesize and articulate your understanding, to help process ideas, and to incorporate in-class discussions into your assimilation of important and complex ideas. These writing exercises will range between one-two written paragraphs; they will be collected and reviewed.

Writing Assignments

Papers provide an opportunity to reflect and respond to the course readings as well as draw from class discussions and/or audio or visual mediums used in class. **Apart from excusable circumstances, which include a family and medical emergency, or the observance of a religious holiday, all papers must be submitted in a timely manner.**

All papers will be evaluated and returned. **You are expected to submit your papers on the Moodle course website.** Contingencies (crashed computers, empty printer cartridges, illnesses, break-ups, hangovers, etc.) happen. So please plan ahead as accidents do often occur. Therefore, I will accept 1 (one) late paper during the course of the semester, to be submitted no more than 48 hours past the deadline. I must be informed of a late submission within 24 hours of a paper’s due date. **Email the professor in advance about this extension.**

All papers will be evaluated and returned. **If a paper cannot be downloaded from Moodle because of a technical glitch caused by you, it will be marked as late and unacceptable (students in the past have done this to generate more time to work on their papers). If necessary you can also drop-off a hardcopy in my mailbox in the Critical Social Inquiry Main Office, FPH Room 218. The office closes at 4:30PM.**

Writing Help

Should you run into difficulty completing writing assignments, you are strongly encouraged to seek writing assistance available on the Second Floor of the Harold Johnson Library where Writing Fellows are available five nights a week. Fellows are available for help at all stages of your writing process. Stop by their office on the 2nd floor of the library, Sundays 1-9PM and Monday through Thursday 6-10 PM. No appointment necessary and walk-ins are always welcomed.

We also encourage you to reach out to either Cheryl O'Connell or Professor Valentín as they can assist you with writing assignments and course projects.

Academic Honesty & the Ethics of Scholarship

As a community of learners who participate within an international discussion of ideas, it is integral we honor and participate in the production of knowledge that adheres to ethical principles practiced throughout the world. Cheating, any form of plagiarism, and the irresponsible use of sources is prohibited. Thus, you are expected to cite any sources, whether if used directly or indirectly. For a detailed description of Hampshire's plagiarism and dishonesty policy, go to: <https://handbook.hampshire.edu/node/88>

Library Assistance

Robin Potter Nolasco, Research and Instruction for the School of Critical Social Inquiry, will lead a library research session (TBA). Feel free to contact Robin for research and other library-related matters at rpotter@hampshire.edu/413.559.6280

Reading Assignments

Your in-class participation is crucial to the success of this course. Thus, you are expected to participate and offer *informed* perspectives when participating in class discussions. In order to best prepare for class discussions, devote considerable time to critically reading the assigned readings (books and/or articles). If we're reading only part of a book, you are encouraged to read or peruse the book's introduction, conclusion and footnotes. Doing so will offer a glimpse of the larger argument and narrative the author is proposing based on the evidence used for the book or article.

Class/Group Agreements

We understand that we represent a rich variety of backgrounds, histories, and perspectives. In this class, we are committed to providing a respectful atmosphere for learning that honors these perspectives. Yet, that does not preclude for respectful and rigorous debate and discussions. While working together to build this community, we ask all members to consider the following during the duration of the semester:

- Listen
- Reflect
- Be Respectful
- Use "I" Statements
- *Honor Confidentiality – take the lessons, leave the details

- *Be Open to Learning; Be open to growth. We are all growing and learning new ideas.
- *Be open to someone else speaking your truth
- *Building, not selling – when you speak, converse, don't pitch
- Be Open to the Opposing Views of Others
- Disagree Without Silencing
- Honor the History and Unique Circumstance of Colleagues
- Appreciate the Opportunity we have to Learn from Each Other in this Community
- Value each Other's Opinions and Communicate in a Respectful Manner
- Use this Opportunity Together to Discuss Ways in Which We Can Create an Inclusive Environment in this Course and Across the Holyoke community
- W.A.I.T. = Why am I talking? Think before you speak and try not to dominate airspace
- Don't Conflate Challenging of Your Ideas with Being Disrespectful and Silencing.
- Allow for Unintentional Mistakes, Yet Learn from them.
- Peers have a right to respond to those mistakes when they occur and respectfully articulate their disagreement.
- Don't be afraid of being challenged.
- Don't assume the experiences of others.
- It's okay to respectfully challenge or disagree with each other, including the Professor/Instructors/Facilitators
- *Engage Tension, Don't Indulge Drama
- *Make Space, Take Space – a post-ableist adaptation of step up, step back to help balance the verbose and the reticent.
- *Value the process as much as, if not more than, you value the outcomes
- *Assume best intent
- *Self-care and community care – pay attention to your personal needs and those of your neighbors
- *Build Trust and Practice Transparency
- *Make Mistakes, Share Lessons
- **Add additional Agreements here....**

Note: * = *Emergent Strategy: Shaping Change, Changing Worlds* by Adrienne Maree Brown (AK Press, 2017), pp. 229-230.

An “Active” Syllabus

“An Active Syllabus” is one that allows the Professor to amend the syllabus as the semester progresses. When the need arises, assigned readings will be eliminated or modified. At other moments, a particular essay or video documentary may effectively replace a reading assignment or activity already listed on the syllabus. Keep in mind that our in-class seminar discussions may stimulate these changes. Viewing education as an organically-driven, dynamic and dialogical process, I may amend the course readings and/or assignments based on how the course proceeds.

A course syllabus is considered a contractual agreement between students and faculty members. We all agree to complete the work listed and abide by the course and college guidelines during the semester.

Portfolio

At the end of the term, you will be asked to submit a portfolio when submitting your final paper. This consists of submitting the original hardcopies of all your written work with the Professor's and/or the Teaching Assistant's comments. This compilation of written work will serve as your portfolio for this course and allow me to track your progress throughout the term. This, along with your class participation, attendance, in-class writing exercises, notes for in-class presentations, etc. will serve as the basis of your final course evaluation.

Please note:

Keep copies of all completed and submitted assignments and written feedback for this class. You'll also need these documents when compiling your Divisional portfolio.

Transportation

Vans to Holyoke will depart from the FPH parking lot. Vans will depart at 5:15PM. **Should you have any questions about transportation, please contact Maria Cartagena.**

Also, there is a Five College Policy that prohibits students, administrators, and faculty to transport one another in personal vehicles for college-sponsored events, such as courses, field trips, etc.

Seminar Calendar

Assigned readings, screenings, Podcasts, etc. are available on the [Moodle course website](#).

Class meetings alternate between Hampshire College (H) and the Picknelly Center (P) as noted below

Week 1: Monday, September 11- H

Introduction to the course; Review Syllabus; How did the course come about? Course goals and expectations; Partnerships across communities of solidarity

In-Class Screening: "It's Always Sunny in Philadelphia – The Gang Gets Extreme: Home Makeover" Season 4, Episode 13 (21 Minutes)

7:30PM Moodle Session at Cole Science Building, Room 316 – with Instructional Technologist, Stephanie Friedman

Assignment:

Screen/Listen to:

- "Creating Holyoke: Voices of a Community" (2009, 60 min)
- ["Manos a la Obra"](#) Documentary (1983, 59 min)
- Listen to NPR ["In Search of Puerto Rican Identity in Small Town America"](#) Aired on March 1, 2017 – Features fellow student, Nelson Roman!

Week 2: Monday, September 18 - P

Option: Submit 3-4-Page Paper by 5PM on Moodle

Guest Speakers:

Dr. Teresa I. Gonzales, Knox College, Five College Woman's Studies Fellow

Maria Cartagena, Program Coordinator, Community Partnerships for Social Change, Hampshire College, Holyoke Community Activist and Organizer

- Loretta Pyles, *Progressive Community Organizing*, Chapter 1, "Introduction"
- McKnight, "Do No Harm,"
- Krause, "Against Charity"
- Carmen Whalen, "Colonialism, Citizenship and the Making of the Puerto Rican Diaspora: An Introduction," pp.1-42, from *The Puerto Rican Diaspora: Historical Perspectives* (Temple University Press, 2005)
- Gaston Institute, University of Massachusetts, Boston ["Latinos in Massachusetts: Holyoke"](#)
- Seth Williams, *Seeds of Change*. Division III, Hampshire College

Suggested/Optional Reading(s):

- [Gaston Institute, University of Massachusetts, Boston "Latinos in Massachusetts: Springfield"](#)
- *Puerto Rico in the American Century: A History Since 1898* by César Ayala and Rafael Bernabe (University of North Carolina Press, 2007)
- *Latinos in New England* by Andrés Torres, ed. (Temple University Press, 2006)
- *Puerto Rico: What Everyone Needs to Know* by Jorge Duany (Oxford University Press, 2017)
- *Puerto Ricans Born in the USA* by Clara Rodriguez (Westview Press, 1989)
- *Puerto Ricans in the United States: A Contemporary Portrait* (Lynne Rienner, 2006)
- "Puerto Rican Studies: Changing Islands of Knowledge" by Pedro Cabán *Centro Journal* XXI, No. 2 (Fall 2009): 257-281
- "Puerto Rican Studies" by Clara Rodriguez *American Quarterly*, Vol 42, No. 3 (Sep 1990): 437-455
- ["What is Asset Based Community Development \(ABCD\)?"](#)

Week 3: Monday, September 25 - H

Option: Submit 3-4-Page Paper by 5PM on Moodle

Guest Speakers:

Dr. Laura Greenfield, Director, Transformative Speaking Program, Hampshire College

- "Toward Solidarity: Understanding Oppression and Working with Identity Politics" in *Progressive Community Organizing: Reflective Practice in a Globalizing World* by Loretta Pyles, pp. 141-151
- "Civic Engagement Value Rubric" by the Association of American Colleges and Universities
- *Principles of Community Engagement*, 2nd. Ed. by CTSA
- ["Community Engagement Matters"](#) by Melody Barnes and Paul Schmitz, Spring 2016

- “The Heart of Partnership: Communication and Relationships” by Elizabeth Tryon, Amy Hilgendorf, and Ian Scott” in *The Unheard Voices: Community Organizations and Service Learning* (Temple University Press, 2009), pp. 96-115

Week 4: Monday, October 2 – H

Guest Speaker/Facilitator:

Robin Potter Nolasco, CSI Librarian. Library Research Session at Harold F. Johnson Library-3rd Floor IT Training Room

Option: Submit 3-4-Page Paper by 5PM on Moodle

Connect with classmates who have similar interests to foster discussion and research for final semester project

- *Community-Based Research and Higher Education: Principles and Practices* by Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donahue (Jossey-Bass, 2003), Chapters 1-5
- “Principles of Best Practice for Community-Based Research” by Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donahue *Michigan Journal of Community Service Learning* Spring Vol 10 (Spring 2003): 5-15

Week 5: Monday, October 9 – Fall Semester Break – No Class Meeting

Week 6: Monday, October 16

Possible Field Trip: Amherst Cinema, Screen “Dolores” (2017)

More details TBA

Option: Submit 3-4-Page Paper by 5PM on Moodle

Week 7: Monday, October 23 - P

- Readings: TBA

Week 8: Monday, October 30 - H

Option: Submit 3-4-Page Paper by 5PM on Moodle

The Arts and Creative Expression as a Community Asset

Guest Speakers:

Magdalena Gomez, Educator, Multi-Disciplinary Artist, Community Activist, Founder, *Teatro V!da*

Martín Espada, Professor of English, UMass, Amherst, Poet, Activist

Michelle Falcon, Documentary Filmmaker, Holyoke Resident, Hampshire College Alum

- Pablo Helguera, *Education for Socially Engaged Art: A Materials and Techniques Handbook* (Jorge Pinto Books, 2011)
- Green and Haines, *Asset Building and Community Development* – Chapter 7, “Social Capital” pp. 143-157

- Green and Haines, *Asset Building and Community Development* – Chapter 12, “Cultural Capital,” pp. 255-270
- [“Art and Social Change: Five Artists with a Cultural Strategy for Change”](#) by Sara Z.E. Huges
- More Readings TBA

Week 9: Monday, November 6 - P
Community Meeting in Holyoke-?

Week 10: Monday, November 13 - H
Community Meeting in Holyoke-?

Week 11: Monday, November 20 - P
Group Community Meeting Summary Due by 5PM
 Each Group Will Submit Summary/Findings of Community Meeting

Reflect and Discuss Holyoke Community Forum/Meeting
 In-Class Research Day – Meet with group to work on Action Plan

Week 12: Monday, November 27 - H
 In-Class Presentations on Group Action Plan
 In-Class Research Day – Meet with group to work on Action Plan

Week 13: Monday, December 4 - P
 Official Group Presentations on Group Engagement Action Plan before Holyoke Community

Week 14: Monday, December 11
Final Class Meeting – Held at El Mercado in Holyoke
 In-Class Reflections of Community Engagement Action Plan Presentations

Course Portfolios and Final Reflections Due by Noon on Friday, December 15th

Important Web Links (Thanks to Hampshire College Professor, Dr. Susana Loza, for compiling and sharing these excellent links!):

How (Not) To Address Your Professor

- Dear Student: My Name Is Not 'Hey': <https://chroniclevitae.com/news/964-dear-student-my-name-is-not-hey>
- Your emails should contain a greeting and a closing (and other tips on how to communicate with faculty & staff):<https://tenureshewrote.wordpress.com/2015/05/04/your-emails-should-contain-a-greeting-and-a-closing/>
- AcademicTyra’s Guide to Emailing TAs and

Professors: <http://academictyra.tumblr.com/post/37510437236/academictyras-guide-to-emailing-tas-and>

- “U Can’t Talk to Ur Professor Like This”:
<https://www.nytimes.com/2017/05/13/opinion/sunday/u-cant-talk-to-ur-professor-like-this.html?mcubz=0>

Where to Save Your Work in The Cloud for Free

- DropBox: <https://www.dropbox.com/>
- Google Drive: <https://www.google.com/drive/>
- OneDrive: <https://onedrive.live.com/about/en-us/>
- MediaFire: <https://www.mediafire.com/>
- Box: <https://www.box.com/pricing/personal/>

Free PDF Annotation Software

- Qiqqa: <http://www.qiqqa.com/>
- Skitch: <https://evernote.com/skitch/>
- Skim: <http://skim-app.sourceforge.net/>

Studying Tips

- Study and Success Strategies: <http://slc.berkeley.edu/study-and-success-strategies>
- The Secret to Overcoming Procrastination: It's Not About Willpower: <http://io9.com/the-secret-to-overcoming-procrastination-its-not-about-1685239104>
- How to Read Faster and Retain More: http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/reading/readingspeed/
- How to Take Useful Notes: <http://www.dartmouth.edu/~acskills/success/notes.html>

Presentation Software & Tips

- Prezi: <https://prezi.com/>
- SlideShare: <http://www.slideshare.net/>
- Giving Presentations and Leading Discussions: <http://legacy.earlham.edu/~peters/courses/leaddisc.htm#general>

THE RESEARCH PROCESS

Overview of the Research Process

- Research Process: A Step-By-Step Guide: <http://den.library.jwu.edu/friendly.php?action=82&s=researchprocess>
- How to Conduct Research: <https://owl.english.purdue.edu/owl/section/2/8/>
- Outline of Research Process: <http://writingcenter.unlv.edu/writing/research.html>

Locating Sources

- Search Google Scholar: <https://scholar.google.com/schhp?hl=en>
- Peruse Hampshire's Online Resources A-Z: <https://www.hampshire.edu/library/online-resources-a-z>
- Find an Article: <https://www.hampshire.edu/library/find-an-article>
- Find the Scholarly Journal You Need: <http://sfxhosted.exlibrisgroup.com/hampshire/azlist/default>
- Request Journal Articles: <https://www.hampshire.edu/library/how-to-request-an-article>
- Request a Book or Film from the Hampshire College Library: <https://www.hampshire.edu/library/request-a-book-or-film>
- Search the Five College Catalog: http://fcaw.library.umass.edu/F/X49CJN5D29NPNBLIDQXANL3K82PJNL8SF9UKXVG53PDGBAV6SA-06854?&pds_handle=GUEST
- Can't find it in the Five College Catalog? Order Books and Articles from Interlibrary Loan: <https://www.hampshire.edu/library/interlibrary-loan>

Evaluating Sources

- Evaluating Sources: <http://writingcenter.unlv.edu/writing/sources.html>
- Critically Analyzing Information Sources: Critical Appraisal and Analysis: <http://guides.library.cornell.edu/criticallyanalyzing>
- Distinguishing Scholarly from Non-Scholarly Periodicals: A Checklist of Criteria: <http://guides.library.cornell.edu/scholarlyjournals#scholarly>

Incorporating Sources

- Quoting and Paraphrasing: <http://writing.wisc.edu/Handbook/QuotingSources.html>
- Incorporating Sources Properly: <http://den.library.jwu.edu/c.php?g=15434&cp=84407>
- When to Quote, Paraphrase, or Summarize a Source: <http://www.groundsforargument.org/drupal/evidence/sidebar/whentoqps>
- How to Add Quotations to Your Argument: <http://www.groundsforargument.org/drupal/evidence/sidebar/addquotations>
- How to Paraphrase Fairly: <http://www.groundsforargument.org/drupal/evidence/sidebar/paraphrase>
- How to Summarize Accurately: <http://www.groundsforargument.org/drupal/evidence/sidebar/summarize>

Avoiding Plagiarism

- Hampshire's Policy on Plagiarism: <https://handbook.hampshire.edu/node/88>
- What to Acknowledge: <http://writingcenter.unlv.edu/writing/plagiarism.html>
- Why Do I Have to Cite my Sources: <http://library.uvm.edu/guides/citation/why.php>
- How to Avoid Plagiarism (includes video): <http://den.library.jwu.edu/c.php?g=15434&cp=84408>
- You Quote it, You Note It! (Tutorial): <http://library.acadiau.ca/tutorials/plagiarism/>

CITATION TIPS AND TOOLS

Research Management Software

- Evernote: <https://evernote.com/>
- Zotero: <https://www.zotero.org/>
- Mendeley: <https://www.mendeley.com/>
- Scrivener: <https://www.literatureandlatte.com/scrivener.php>

The Chicago Manual of Style Citation Guides

- Access the Manual via the Hampshire College Library: <http://www.chicagomanualofstyle.org.proxy2.hampshire.edu/16/contents.html>
- Chicago-Style Quick Citation Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Chicago / Turabian Citation Guide: <http://www.bibme.org/citation-guide/chicago/>
- Chicago/Turabian Documentation Style: <http://writing.wisc.edu/Handbook/DocChicago.html>
- Chicago Style with Citation Examples: <http://libguides.murdoch.edu.au/c.php?g=246210&p=1640307>
- Citation Guide: Chicago/Turabian: <http://www.lib.sfu.ca/help/cite-write/citation-style-guides/chicago-turabian>
- Chicago Manual of Style: Documentary Note or Humanities Style: <http://library.williams.edu/citing/styles/chicago1.php>
- Chicago Style [PDF]: <http://elc.uark.edu/qwc/wp-content/uploads/2009/09/11-Chicago-Style.pdf>

How to Clip, Sort, and Cite Media

- How to Clip, Sort, and Cite the Entire Web with Zotero: <http://lifehacker.com/5463293/how-to-clip-sort-and-cite-the-entire-web-with-zotero>
- How to Cite from Google Search Results: <http://googlescholar.blogspot.com/2012/10/cite-from-search-results.html>
- Insert Citations in Multiple Formats Easily with Google Docs: <http://lifehacker.com/insert-citations-in-multiple-formats-easily-with-google-1629738089>
- How to Cite Film: <http://www.bibme.org/citation-guide/Chicago/film>
- How to Cite Video: <http://citesource.trincoll.edu/chicago/documents/chicagovideoweb.pdf>
- How to Cite a Website: <http://www.bibme.org/citation-guide/Chicago/website>
- How to Cite Social Media: MLA & APA Formats: <http://teachbytes.com/2013/04/09/how-to-cite-social-media-mla-apa-formats/>
- How to Cite a Blog or Tumblr Post: <http://citesource.trincoll.edu/chicago/chicagoblog.pdf>
- How to Cite a Tweet: <http://www.dennyburk.com/how-to-cite-a-tweet-mla-and-chicago-style/>
- How to Cite a Listserv: <https://forums.zotero.org/discussion/21000/citing-an-mailing-list-listserv-in-chicago-style/>
- How to Cite Online Sources: <http://nova.campusguides.com/c.php?g=112039&p=728343>
- How to Cite Music: <http://libguides.depauw.edu/c.php?g=73436&p=472435>
- How to Cite Images: <https://sites.google.com/a/colgate.edu/colgatevr/citing-images/citing-images-chicago>
- How to Cite Comic Art: <http://www.comicsresearch.org/CAC/cite.html>
- How to Cite Radio or TV Programs: <http://libguides.wvu.edu/content.php?pid=445661&sid=3802547>

WRITING TIPS

General Writing Tips

- Essay Organization; <http://writingcenter.unlv.edu/writing/organization.html>
- Introductions & Conclusions: <http://writingcenter.unlv.edu/writing/introcon.html>
- Thesis Statements: <http://writingcenter.unlv.edu/writing/thesis.html>
- Transitions: <http://writingcenter.unlv.edu/writing/transitions.html>
- Incorporating the Scholarly Literature: <http://writingcenter.unlv.edu/writing/literature.html>
- How to Make a Persuasive Argument
[PDF]: <http://depts.washington.edu/owrc/Handouts/Claims%20Claims%20Claims.pdf>
- How to Back Up Your Claims: <http://www.groundsforargument.org/drupal/node/436>
- How to Write in the First Person: <http://www.groundsforargument.org/drupal/node/584>
- Avoiding Sexist Language: <http://writingcenter.unlv.edu/writing/sexistlang.html>
- Avoiding the Passive Voice and Wordiness: <http://writingcenter.unlv.edu/writing/wordiness.html>
- Twelve Common Errors: An Editing
Checklist: <http://writing.wisc.edu/Handbook/CommonErrors.html>
- How to Proofread: <http://writing.wisc.edu/Handbook/Proofreading.html>

Writing an Abstract

- How to Write a Proposal
Abstract: <https://projectgraduateschool.wordpress.com/2011/07/15/how-to-write-a-proposal-abstract/>

Writing an Annotated Bibliography

- Annotated Bibliography Tutorial: <https://www.library.cornell.edu/research/citation/tutorial>
- Why Should I Write an Annotated
Bibliography?: <https://owl.english.purdue.edu/owl/resource/614/01/>
- What Goes into The Content of the
Annotations?: http://writing.wisc.edu/Handbook/AnnBib_content.html
- Examples of Annotated Bibliographies: <http://lib.skidmore.edu/library/index.php/li371-annotated-bib>
- How to Prepare an Annotated
Bibliography: <http://guides.library.cornell.edu/c.php?g=32342&p=203789>
- How to Write an Annotated Bibliography: <http://guides.library.ucsc.edu/write-an-annotated-bibliography>

Writing a Detailed Outline

- How and Why to Create a Useful Outline: <https://owl.english.purdue.edu/owl/resource/544/02/>

Writing a Literature Review

- What is a Literature Review?: http://info.wlu.edu/literature_review/literature_review.html

- Literature Review (Tutorial): <http://www.lib.ncsu.edu/tutorials/litreview/>
- Writing a Literature Review: <http://guides.library.ucsc.edu/write-a-literature-review>
- Strategies for Writing a Literature Review: <http://writingcenter.unc.edu/handouts/literature-reviews/>
- Questions You Should Consider in Your Literature Review: <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

Writing and Revising a Rough Draft

- How to Write a Rough Draft: http://www.ehow.com/how_2855_write-rough-draft.html
- Building the Rough Draft: <https://www.esc.edu/online-writing-center/resources/research/research-paper-steps/building-draft/>
- How to Revise a Rough Draft: <https://www.utexas.edu/ugs/slc/study/writing/revising>

Writing the Final Draft

- Before Your Final Draft: <http://revelle.ucsd.edu/humanities/writing-info/argument/before-final-draft.html>
- Editing the Final Draft: <http://unilearning.uow.edu.au/essay/4aiv.html>
- Final Draft Checklist: <https://www.umuc.edu/writingcenter/onlineguide/chapter2-19.cfm>