

## **Grad 700R:** **Local Communities of Practice I (LCoP)**

Fall, 2018  
Thursday, 5:30-8:30 pm  
Location: PAIS 220

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### **A New Structure for Graduate Education.**

The Emory Communities of Practice (CoP) Initiative is designed to provide a new model for graduate education, and in the process to move beyond the limitations of a university structure that emerged in a different age. The new structure of training provided by the CoP Initiative will make graduate education more relevant and engaged. It will do so by addressing a number of inter-related limitations of the contemporary university: its focus on narrow issues that are defined by academic disciplines or professional schools; its limited ability to engage effectively with practical problems; its failure to consider the perspectives of non-academic groups in identifying what counts as practical problems and solutions; and its inability to come to terms with the importance of culture and belief in understanding the concerns of much of the world's population.

The CoP Initiative will offer training that will provide students and faculty alike with a whole new insights, understandings and possibilities. Students will use these insights to explore a variety of fields and professions, academic and non-academic, after graduation. Faculty will use these new understandings to explore new professional opportunities, and also to breathe new life into traditional academic concerns. Both faculty and students will be positioned to help redefine graduate education for the future.

### **Background.**

There is currently a serious disconnect between the kind of knowledge universities are organized to produce and the needs of the broader world of which universities are a part. Graduate training has become increasingly narrow, producing scholars who learn, think and communicate in the highly specialized language of their field of expertise. This training defines the traditions and hallmarks of the traditional research doctorate. At the same time, it becomes more difficult for students to develop conceptual or analytical tools different from their mentors. Many scholars find this frustrating, as do increasing numbers of graduate students, but the longstanding boundaries between departments, and between the university and the worlds beyond the academy represent powerful obstacles toward change. The CoP Initiative is designed to overcome these boundaries. In the process, it will address two limitations of graduate education.

Because of the predominantly academic orientation of today's research universities, students in most departments and schools receive little or no training in practical skills and understandings that are relevant to marginalized groups located outside the academy. Nor are they required to conceptualize problems or potential solutions in terms of the realities of everyday life faced by such groups. Nor are they provided with experience in working with the organizations that seek to identify and solve global problems. Addressing these shortcomings in graduate education will allow students to make a productive contribution to the lives of the people they work among and also help build a bridge between academic and applied concerns. This transformation in graduate education will make the university an institution more in tune with the needs of the contemporary world. It will also demonstrate the value of the academy to multiple audiences outside the university.

Graduate education as currently configured has a second, inter-related limitation that the GCoP Initiative proposes to address. Current academic training leaves students ill prepared to appreciate the central role of culture, context and inequality in shaping the everyday understandings and decision-making processes of people across the globe. As key developments all around the world have shown, however, a strictly utilitarian understanding of social problems is of limited use in making sense of the dilemmas that face the contemporary world.

It is these divisions in the structure and content of graduate education that the GCoP Initiative will address. It will do so by establishing novel structures of training, in which new problems are posed, new conversations can take place and new forms of knowledge are generated. These conversations will cross both of the above-mentioned divides that currently limit the training of scholars and the potential of the university: (1) the divide between the academic and the applied; and (2) the divide between the utilitarian and the cultural.

### **A Strategy for Blurring Old Boundaries.**

To overcome the above-mentioned limitations in the structure and content of graduate training, beginning in the fall of 2018 we will convene interdisciplinary "Communities of Practice" (CoP). These CoP will consist of teams of students, faculty, and members of underserved communities. Specifically, each Community of Practice will include: PhD students from a range of academic disciplines; students from Emory's Master's in Development Practice (MDP) program; students seeking professional degrees from Emory's other professional schools; Emory faculty; and representatives of community-based organizations.

The CoP will bring to the table students with significantly different needs, interests, and capacities, as a function of where they are positioned along the academic/applied and the utilitarian/cultural divides. In addition to affording students the opportunity to learn from one another, the CoP structure will present them with the challenge of working together, across both of the above-mentioned divides on complex problems. This skill is increasingly valuable in the professional world. The CoP also represent a structure that allows a diverse array of PhD students, Masters students, faculty, and practitioners to come together in a single process of co-

education. We believe this process will have a transformative effect on how participants view what counts as a social problem and how to view solutions to those problems.

### **Convening Communities of Practice.**

The CoP will convene at the beginning of the fall of 2018, and will meet in regular, weekly seminar/workshop type formats for the entire academic year. During that year the members of the Community of Practice will explore the challenges involved in working collaboratively, across multiple divides, on problems that will be the focus of immersion-based fieldwork. ‘Locally’ focused students will carry out during spring 2019 and ‘globally’ focused students will carry out in the summer of 2019. All members of the CoP will be asked to focus explicitly on the obstacles they encounter in seeking to work across the above-mentioned divides between the academic and the applied, and between the utilitarian and the cultural. They will also be asked to think creatively about ways of overcoming those obstacles.

During the spring semester the students will confer on a regular, ongoing basis, with one another and faculty. In addition to being involved in their respective fieldwork activities, the members of the CoP will again meet in seminar/workshop format. In these seminars in the Spring semester they will engage in structured critique and reflection about their own activities, those of their fellows, and the activities of the Community of Practice as a whole. A lead faculty member will teach this seminar, and therefore will be on hand at every stage, to guide the process of co-education. As in all other phases of the CoP, this seminar will emphasize ways of bringing together the diverse concerns, insights, and understandings represented by the members of the Community of Practice.

As noted above, the GCoP Initiative is designed to focus special attention on the *obstacles* – intellectual, academic, and structural – that the members of the CoP encounter in seeking to work collaboratively on shared, practical, socially-engaged problems. In past efforts at related educational reform these obstacles have been swept under the rug, as it were. We intend to focus our activities on these obstacles, and to develop strategies to overcome them. It is the novel strategies we develop to do so that will allow us to articulate new strategies that build bridges between the local and the global, the academic and the applied, the utilitarian and the cultural.

### **Course Organization.**

“Emory LCoP I” (Grad 700R-00P) will be divided into the following 4 sections:

- We are not listening, seeing, or learning (weeks 1 and 2)
- What we are not hearing, seeing or learning (weeks 3-4)
- Learning to listen, see and learn (weeks 5-8)
- What is to be done with what we come to hear, see and learn (weeks 9-14)

We will have a range of guest speakers and/or field visit events for each of the above segments. Each guest speaker and/or field visit event and the corresponding seminar discussions will cover the following major themes:

- Structured inequalities (including issues of race, class, caste, gender, sexuality).
- Displaced populations (including issues of internal and external displacement, and ‘out-of-place-ness’)
- Citizenship and Surveillance (including efforts by groups to organize and push back against oppressive forces, and the efforts by others to undermine these practices)

After participating in discussions with guest speakers and/or field visits, students will engage in careful discussion, critique and evaluation of the presentation/ visit. The fact that other researchers as well as members of under-served populations will inform our conversations will ensure that discussion does not remain strictly academic. The presence of students from a broad range of academic disciplines, and from diverse professional schools, will ensure that a broad range of epistemologies and methodologies are represented.

## **COURSE SCHEDULE – FALL 2018**

### **AUGUST 30**

**First Class Meeting.** Course Introduction

**Reading/Listening:**

Deloria Jr, Vine

1969 Anthropologists and Other Friends. In Custer Died for Your Sins. Collier-Macmillan Limited.

Mosse, David

2004. Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice. *Development and Change* 35(4): 639–671.

Scott-Heron, Gil.

1970 Whitey On the Moon.  
[https://www.youtube.com/watch?v=goh2x\\_G0ct4](https://www.youtube.com/watch?v=goh2x_G0ct4)

## Section One (weeks 1-2): WE ARE NOT LISTENING, SEEING, OR LEARNING

### **SEPTEMBER 6**

#### **Week 1. Power, academics, and *others***

Guest: representative from RefuseFascism.org (Louis Berne)

#### **Readings:**

Cunningham, Hillary

1998. Colonial Encounters in Postcolonial Contexts Patenting Indigenous DNA and the Human Genome Diversity Project. *Critique of Anthropology* 18(2): 205-233.

Nader, Laura

1972 Up the Anthropologist: Perspectives Gained from Studying Up. In *Reinventing Anthropology*. Dell Hymes, ed. Pp. 284–311. New York: Pantheon Books.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [Introduction].

### **SEPTEMBER 13**

#### **Week 2. Re-thinking 'community' and understanding 'participation'**

Guest: Activist from Alliance for Black Lives, Rev. William Marshall

#### **Readings:**

Mosse, David

2005. The Goddess and the PRA: Local Knowledge and Planning. In *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press.

Brown, Peter J., et al.

2016 Making "community" meaningful in public health.

Cornwall, Andrea

2008 Unpacking 'Participation': models, meanings and practices. *Community Development Journal* 43(3):269-283.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 42-53].

**Fortnightly workshop 1:** combined workshop across local and global tracks to build website, update web content, and plan projects

### **Section Two (weeks 3-4): WHAT WE ARE NOT HEARING OR SEEING**

## **SEPTEMBER 20**

### **Week 3. Histories, Voices, and Social Justice**

*Guest:* Activist from Alliance for Black Lives – Keisha Barnswell

#### **Readings:**

Coates, Ta-Nehisi

2014 The Case for Reparations. The Atlantic,  
June. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>, accessed July 19, 2018.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 58-72].

**Film Screening:** “I am not your Negro”

## **SEPTEMBER 26**

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’

Session title: IMMIGRANTS AND THE RULE OF LAW

Panel Discussion at Emory University

Time: 5:00 – 6:30 pm

Location: TBD

## **SEPTEMBER 27**

## **Week 4. Context, politics, and race**

*Guest:* representative from Georgia Alliance for Social Justice (Janel Green), and Black Lives Matter, Atlanta chapter; and SONG (Mary Hooks)

### **Readings:**

Anderson, Carol.

2016. White Rage: the Unspoken Truth of our Racial Divide [excerpts]. Bloomberg Publishing.

Kruse, Kevin.

2005. White Flight: Atlanta and the making of Modern Conservatism [excerpts]. Princeton: Princeton University Press.

Coates, Ta-Nehisi

2017. Donald Trump Is the First White President - The Atlantic

<https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>, accessed July 19, 2018.

**Fortnightly Workshop 2:** combined workshop across local and global tracks to build website, update web content, and plan projects

### **Section Three (weeks 5-8): LEARNING TO LISTEN/ SEE**

## **OCTOBER 4**

### **Week 5. Situatedness and points of view**

Guest Speaker – Councilman from Clarkston – Mr. Awet Eyasu

### **Readings:**

Gordon, Avery.

1997. Introduction. *Ghostly Matters: Haunting and the Sociological Imagination*. University of Minnesota Press.

Rolin, Kristina.

2009. Standpoint Theory as a Methodology for the Study of Power Relations. *Hypatia* 24 (4):218-226.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 95-103].

**Podcasts:**

<https://www.npr.org/2018/06/24/622959075/migrants-are-stuck-in-mexico>

<https://www.npr.org/sections/codeswitch/2017/11/05/561876519/theres-an-immigration-gap-in-how-latinos-perceive-discrimination>

<https://www.npr.org/2017/03/06/518313570/10-years-after-the-new-bedford-ice-raid-immigrant-community-has-hope>

<https://www.npr.org/sections/pictureshow/2018/06/17/620775153/a-photojournalist-at-the-border>

## OCTOBER 11

### **Week 6. Data, Objectivity, and Social Analysis**

*Guest speaker* – radio show host – Kevin Caron

**Readings:**

Burawoy, Michael.

1998. The Extended Case Method. *Sociological Theory* 16(1): 4-33.

Luhmann, Tanya

2005 What Counts as Data? *In* Emotions in the Field: The Psychology and Anthropology of Fieldwork Experience. James Davis and Spencer, eds. Stanford: Stanford University Press.

Merry, Sally Engle.

2011. Measuring the World: Indicators, Human Rights, and Global Governance. *Current Anthropology* 52 (S3): S83-S95.

<https://www.npr.org/sections/pictureshow/2018/05/17/611102667/a-personal-testimony-of-the-migrant-caravan>

<https://www.nytimes.com/2018/06/25/podcasts/the-daily/migrants-central-america-violence-gangs.html>

<https://www.youtube.com/watch?v=LNq2WS-QFcc>

**Fortnightly Workshop 3:** combined workshop across local and global tracks to build website, update web content, and plan projects

## OCTOBER 18

### Week 7. Narratives, connections, and story-telling

*Guest: Samia Mohammad, community worker from Clarkston*

#### Readings:

Walking While Black

2016 Literary Hub. <https://lithub.com/walking-while-black/>, accessed July 19, 2018.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 107-118].

#### Podcast:

<https://www.npr.org/2018/05/30/615585043/what-happens-when-parents-and-children-are-separated-at-the-u-s-mexico-border>

[https://www.youtube.com/watch?v=U\\_kXuQHZmWs](https://www.youtube.com/watch?v=U_kXuQHZmWs)

## OCTOBER 25

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’

Session title: “Mid-term elections, November 2018”

Time: 5:00-6:30 pm

Location: Spelman College

Venue: TBD

## OCTOBER 25

### Week 8. Race, Space, and Violence

*Guest:* Atlanta Housing Justice League member

**Readings:**

Anderson, Carol.

2016 White Rage: the Unspoken Truth of our Racial Divide [excerpts]. Bloomberg Publishing.

Kruse, Kevin.

2005 White Flight: Atlanta and the making of Modern Conservatism [excerpts]. Princeton: Princeton University Press.

Smith, Linda Tuhiwai

1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 142-161].

Study website of Housing Justice League:

<https://www.housingjusticeleague.org/>

**Fortnightly Workshop 4:** combined workshop across local and global tracks to build website, update web content, and plan projects

**Section Four (weeks 9-14): WHAT IS TO BE DONE WITH WHAT WE COME TO HEAR AND SEE**

**NOVEMBER 1**

**Week 9. Scholarship and Social Engagement**

*Guest speaker – youth members from Clarkston area*

**Readings:**

Long, Katy

2017 This Small Town in America's Deep South Welcomes 1,500 Refugees a Year. The Guardian, May 24. <http://www.theguardian.com/us-news/2017/may/24/clarkston-georgia-refugee-resettlement-program>, accessed July 19, 2018.

Wells, Myrdd

- 2017 Ellis Island South: Welcome to the Most Diverse Square Mile in America. Atlanta Magazine. <http://www.atlantamagazine.com/great-reads/ellis-island-south>Welcome-diverse-square-mile-america/>, accessed July 19, 2018.

Oslender Ulrich

- 2015 Introduction. *In Bridging Scholarship and Activism*. B Reiter and Oslender U., eds. East Lansing: Michigan State University Press.

Smith, Linda Tuhiwai

- 1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 163-178].

## NOVEMBER 8

### Week 10. Social Engagement and Scholarship

Guest speaker – possibly Clarkston High, field visit

#### Possible Readings:

White, Avery L.

- 2017 Meet the Syrians Who've Taken Refuge in Clarkston, Georgia. Vice. [https://www.vice.com/en\\_us/article/pggedg/meet-the-syrians-who've-taken-refuge-in-clarkston-georgia](https://www.vice.com/en_us/article/pggedg/meet-the-syrians-who've-taken-refuge-in-clarkston-georgia), accessed July 19, 2018.

Immigrant Issues in Clarkston, Georgia | America by the Numbers

- N.d. PBS LearningMedia. <https://gpb.pbslearningmedia.org/resource/364b8719-9046-4908-b84f-9edcec4814a6/immigrant-issues-in-clarkston-georgia-america-by-the-numbers/>, accessed July 19, 2018.

Hale, Charles R.

- 2008 Introduction *In Engaging Contradictions: Theory Politics and Methods of Activist Scholarship*. Charles R. Hale, ed. Pp. 1-28. Berkeley: University of California Press.

Smith, Linda Tuhiwai

- 1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [pages 183-192].

**Fortnightly Workshop 5:** combined workshop across local and global tracks to build website, update web content, and plan projects

## NOVEMBER 15

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’

Session title: “Manipulation of Historical Memory”

Time: 5:00-6:30 pm

Location: Georgia Tech.

Venue: TBD

## NOVEMBER 15

### Week 11. De/ Re-institutionalization of academia

*Guest: GA Tech. student activists against campus shooting*

#### Readings:

Lorde, Audre

1984 The Master’s Tools Will Never Dismantle the Master’s House. *In Sister Outsider: Essays and Speeches*. Audre Lorde, ed. Pp. 110–113. Freedom, CA: The Crossing Press.

Greenwood, Davydd J.

2008 Theoretical Research, Applied Research, and Action Research: The Deinstitutionalization of Activist Research. *In Engaging Contradictions Theory, Politics and Methods of Activist Scholarship*. Charles R. Hale, ed. Pp. 299–340. Berkeley: University of California Press.

## NOVEMBER 22

### Week 12: Grounds for/of Activism

Guest: Haroun Shahid Wakil from Streetgroomers.org

#### Possible Readings:

Pierre, Jemima

2008 Activist Groundings or Groundings for Activism? The Study of Racialization as a Site of Political Engagement. In *Engaging Contradictions: Theory, Politics and Methods of Activist Scholarship*. Charles Hale R., ed. Pp. 115–135. Berkeley: University of California Press.

Gordon, T., and James A. Joy

2008 Afterword: Activist Scholars or Radical Subjects? In *Engaging Contradictions: Theory, Politics and Methods of Activist Scholarship*. Charles R. Hale, ed. Pp. 367–375. Berkeley: University of California Press.

<https://www.cnn.com/2015/11/10/americas/freedom-project-mexico-trafficking-survivor/index.html>

<https://www.c-span.org/video/?326043-1/hearing-trafficking-victims>

**Fortnightly Workshop 6:** combined workshop across local and global tracks to build website, update web content, and plan projects

## NOVEMBER 29

### Week 13. Pedagogies of Practice

*Guest: possibly a member from the Beehive Collective*

#### Possible Readings:

hooks, bell

2003 A Pedagogy of Hope. Taylor and Francis.

Wolf, Eric R., and Joseph Jorgeson

1970 Anthropology on the Warpath. New York Review of Books 15(9): 26–30.

## DECEMBER 6

### Week 14: Decolonizing practices

#### Possible Readings:

Smith, Linda Tuhiwai

- 1999 Decolonizing Methodologies: Research and Indigenous Peoples. New York: St. Martin's Press [conclusion].
- Rappaport, Joanne, and Ramos Aberlardo
- 2012 Collaboration and Historical Writing. *In* Decolonizing Native Histories: Collaboration, Knowledge, and Language in the Americas. F. Mallon, ed. Pp. 122–143. Durham: Duke University Press.

