



THE DETROIT ENTREPRENEURSHIP PROJECT: AN ETHNOGRAPHICAL STUDY OF ECONOMIC REVIVAL (MICHIGAN, US)

Course ID: ARCH 300M

June 30-July 28, 2019

FIELD SCHOOL DIRECTORS:

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INTRODUCTION

Detroit was at one time the center of the American Dream. After extended disinvestment and white flight, the idea of Detroit as a place of opportunity is resurgent; but for whom, and on what terms? This ethnographic field school takes entrepreneurship as a lens for understanding how low-income people of color and immigrant residents of the city have experienced and responded to uneven urban revitalization. In 2019, we will undertake a collaborative ethnography in partnership with ProsperUS, an organization that provides entrepreneurship training and offers small business loans to people who are often marginalized from formal economic institutions and dominant narratives of urban revitalization. Students will conduct oral histories, facilitate digital storytelling, and collect ethnographic data with ProsperUS trainees and staff. Analysis of the data we gather will contribute to academic conversations about immigration, urban inequality, access to health resources, and community organizing. We will also write up and present a program evaluation that ProsperUS and similar organizations can use to document the organization's impact and improve future programming.

COURSE OBJECTIVES

The **Detroit Entrepreneurship Project (DEP)** field school trains students to use a combination of anthropological methods to understand entrepreneurship in the context of unequal urban revitalization. This course has five primary goals: 1) To provide students with hands-on training in ethnography. This includes

taking ethnographic field notes and conducting and transcribing interviews; 2) To train students in some of the basic techniques used to evaluate social service programs. This includes developing community-academic partnerships, data collection, data analysis, data visualization, and communicating research to non-academic audiences; 3) To provide students with a practical working knowledge of how these various methods are used to answer both organizational questions and anthropological research questions; 4) To familiarize students with the many anthropological and political issues surrounding urban revitalization, poverty, immigration, and entrepreneurship; 5) to have students conduct independent research projects over the course of four weeks. In addition to hands on field training, students will also take field trips and meet with individuals and groups involved in similar work.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvrkl>.

PREREQUISITES

None. This field school is open to anyone who is at least 18 years old. There are no academic or field prerequisites. Students will be traveling to field sites across the city of Detroit using public transportation. During the summer months, temperatures can vary greatly from lows of 50F to highs above 100F. Students should prepare to spend significant time outdoors in varying weather conditions.

LEARNING OUTCOMES

By the end of the field school, students will:

- Understand the components of ethnography and program evaluation, and how those components relate to each other.
- Be able to write detailed ethnographic field notes.
- Have experience conducting structured, semi-structured, and unstructured interviews.
- Know the basics of program evaluation methods (e.g., survey, data visualization, and mapping)
- Have experience using transcription software to transcribe and code audio and text data.
- Learn the basics of field photography.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

As in any city, personal crime does occur in Detroit. The field house is in a centrally located, mixed income neighborhood that is home to students, professionals, and creatives. Students will always travel and work in teams and our staff have extensive experience in and around Detroit. Upon arrival, students will be given an intensive training on working with human subjects and the various safety protocols we have in place. Those with questions about safety should contact the PI directly.

If you have any medical concerns, please consult your doctor. For all other concerns, please consult the project director or IFR staff, as appropriate.

GRADING MATRIX

- A) **Daily participation in various field activities including administering interviews, ethnographic note taking, surveying, mapping, and site practicums and analyses (40% of grade).**
- B) **Weekly laboratory work and projects (10% of grade):** Each week students will spend a day in the laboratory working on various tasks and projects. This includes learning how to enter data into various databases used to collect and store audio data, digital photographs, and video recording. Students will also work closely with lab staff to analyze data in the lab. Students are evaluated on their participation in these activities including keeping a detailed daily journal of tasks accomplished and skills learned and mastered.
- C) **Nightly discussions and group presentations of articles (10% of grade):** Each night after field work and dinner, students will meet with the instructors to discuss assigned readings related to course topics. Two students each night will be assigned to lead group discussions. Students will be expected to read all assigned articles and write short comments in their journals for each reading. Students are evaluated based on their written reading comments, oral comments made during group discussions, and how well they lead group discussions. Reading comments are expected to be well-thought out and written in complete sentences. Your comments should clearly demonstrate that you not only read the assigned readings but are able to critically comment on the main points of each piece and connect these points to the daily work that is being carried out in the field. A reading schedule and corresponding discussion topics will be made available in a separate handout.
- D) **Daily Field and Lab Journals (20%):** Students are expected to keep a detailed **DAILY** journal for four weeks that includes notes on various activities that are carried out each day (both in lab and field). We want to see not just what you have been doing, but what you have been learning and how it connects to the broader themes that are discussed at nightly reading sessions. In addition, your journal should include notes on the data collected for your independent research project and the progress of this work for five weeks.
- E) **Final Projects (20%):** At the end of the first week, students will form final project teams to answer supplementary research questions to be answered throughout the duration of the project.
 - i. Student teams will turn in a one-page research proposal that briefly details your question to be addressed (including why it is important & interesting), how it will be carried out, and how the data will answer the proposed question.
 - ii. Students will carry this project out over the course of four weeks and are required to keep detailed notes in their field journal regarding project progress. Students will meet

with the instructor at the end of week three to discuss project progress as well as any questions or concerns regarding research design or data collection.

- iii. Students are required to present a 15-minute PowerPoint presentation at the end of the field school that highlights their research question and how they answered this question using independently collected data in the field.

You will be graded on the quality, clarity, and succinctness of your presentation, how well you answered your research question, and the quality of the overall research project (including an assessment of how through the investigation was (i.e., does your project reflect 4 weeks of work). Students will be given a grading rubric prior to help them prepare their project and their final PowerPoint presentation.

TRAVEL & MEETING POINT

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

Students are responsible for making their own travel arrangements and are expected to arrive in Detroit, MI on June 30, 2019. Those traveling by air can fly into Detroit Metro Airport (DTW). We will aim to coordinate rides from the airport. Taxi services and public transportation are also available. Students not arriving by air should plan to meet at the field house. One month before your departure date, you will be given a package that includes all relevant contact information and addresses.

ACCOMMODATIONS

Students will live in a large Victorian house that has been remodeled to accommodate groups of 15. Breakfast and lunch will be prepared communally by the lab manager. Students will be responsible for their own dinners, which can be prepared in the house or purchased at nearby restaurants. Vegetarian and vegan meals can be provided.

COURSE SCHEDULE

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of IFR harassment and discrimination policies, and review of the student Code of Conduct.

Week	Date	Day of the Week	Activity
	30 – Jun	Sunday	Students Arrive Detroit (Arrival Dinner)
Week 1	01-Jul	Monday	Research/Safety Orientation/Lab Orientation
Week 1	02-Jul	Tuesday	Interview Methods (Part 1) on-site training
Week 1	03-Jul	Wednesday	Interview Methods (Part 2) on-site training
Week 1	04-Jul	Thursday	Program Evaluation (Part 1) on-site training
Week 1	05-Jul	Friday	Program Evaluation (Part 2) on-site training,
Week 1	06-Jul	Saturday	Properus Site Visit
Week 1	07-Jul	Sunday	Day off
Week 2	08-Jul	Monday	Field Work (Various)
Week 2	09-Jul	Tuesday	Field Work (Various)
Week 2	10-Jul	Wednesday	Field Work (Various)

Week 2	11-Jul	Thursday	Field Work (Various)
Week 2	12-Jul	Friday	Lab Day
Week 2	13-Jul	Saturday	Global Detroit Site Visit
Week 2	14-Jul	Sunday	Day Off
Week 3	15-Jul	Monday	Field Work (Various)
Week 3	16-Jul	Tuesday	Field Work (Various)
Week 3	17-Jul	Wednesday	Field Work (Various)
Week 3	18-Jul	Thursday	Field Work (Various)
Week 3	19-Jul	Friday	Lab Day
Week 3	20-Jul	Saturday	Freedom House Visit
Week 3	21-Jul	Sunday	Field Work (Various)
Week 4	22-Jul	Monday	Field Work (Various)
Week 4	23-Jul	Tuesday	Field Work (Various)
Week 4	24-Jul	Wednesday	Field Work (Various)
Week 4	25-Jul	Thursday	Work on Independent Projects
Week 4	26-Jul	Friday	Student Presentations/Exhibition
Week 4	27-Jul	Saturday	Cleaning/Packing/end of season party
Week 4	28-Jul	Sunday	Students Depart

REQUIRED READING

Doering-White, John, Lopez, William

2018. IRB Proposal for Detroit Entrepreneurship Project.

Boyce, Geoffrey Alan

2018 Appearing 'out of Place': Automobility and the Everyday Policing of Threat and Suspicion on the US/Canada Frontier. *Political Geography* 64: 1–12.

Delgado, Melvin (selections)

2011 *Latino Small Businesses and the American Dream: Community Social Work Practice and Economic and Social Development*. Columbia University Press.

Doering-White, John, Pilar Horner, Laura Sanders, et al.

2016 Testimonial Engagement: Undocumented Latina Mothers Navigating a Gendered Deportation Regime. *Journal of International Migration and Integration* 17(2): 325–340.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (selections)

2011 *Writing Ethnographic Fieldnotes*. Chicago Guides to Writing, Editing, and Publishing, xxiii, 289 p. Chicago: University of Chicago Press.

Graham, Louis F., Armando Matiz Reyes, William Lopez, et al.

2013 Addressing Economic Devastation and Built Environment Degradation to Prevent Violence: A Photovoice Project of Detroit Youth Passages. *Community Literacy Journal* 8(1): 41–52.

Lassiter, Luke Eric

2005 *The Chicago Guide to Collaborative Ethnography*. Chicago, IL: University of Chicago Press.

- Longhofer, Jeffrey L., Jerry. Floersch, and Janet. Hoy
 2013 *Qualitative Methods for Practice Research. Pocket Guides to Social Work Research Methods*, xviii, 197 p. Oxford ; New York: Oxford University Press.
- Lopez, William D., Louis F. Graham, Caitlin Reardon, et al.
 2012 "No Jobs, More Crime. More Jobs, Less Crime": Structural Factors Affecting the Health of Latino Men in Detroit. *Journal of Men's Health* 9(4): 255–260.
- Portes, Alejandro, and Jessica Yiu
 2013 *Entrepreneurship, Transnationalism, and Development. Migration Studies* 1(1): 75–95.
- Reynolds, Joanna
 2017 'Missing out': Reflections on the Positioning of Ethnographic Research within an Evaluative Framing. *Ethnography* 18(3): 345–365.
- Schuster, Caroline E. (selections)
 2014 *The Social Unit of Debt: Gender and Creditworthiness in Paraguayan Microfinance. American Ethnologist* 41(3): 563–578.
- Stuesse, Angela, and Mathew Coleman
 2014 *Automobility, Immobility, and Altermobility: Surviving and Resisting the Intensification of Immigrant Policing. City and Society* 26(1): 51–72.
- Wherry, Frederick F.
 2011 *The Philadelphia Barrio: The Arts, Branding, and Neighborhood Transformation. University of Chicago Press.*

RECOMMENDED READINGS

- Harklau, Linda, and Rachel Norwood
 2005 *Negotiating Researcher Roles in Ethnographic Program Evaluation: A Postmodern Lens. Anthropology and Education Quarterly* 36(33): 278–288.
- Graeber, David
 2014 *Debt: The First 5,000 Years. Melville House.*
- Mauss, Marcel
 1954 *The Gift: Forms and Functions of Exchange in Archaic Societies. London: Routledge.*
- Miles, Tiya
 2017 *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits. New York ; London: The New Press.*
- Munn, Nancy
 1986 *The Fame of Gawa: A Symbolic Study of Value Transformation in a Massim (Papa New Guinea) Society. Durham, NC: Duke University Press.*

Ralph, Laurence

2014 Renegade Dreams: Living through Injury in Gangland Chicago. , xx, 250 pages. Chicago ; London: University of Chicago Press.

Ryzewski, Krysta

2016 Reclaiming Detroit: Decolonizing Archaeology in the Postindustrial City | Savage Minds. /2016/07/05/reclaiming-detroit-decolonizing-archaeology-in-the-postindustrial-city/, accessed August 6, 2018.

Safransky, Sara

2016 Rethinking Land Struggle in the Postindustrial City. Antipode 0(0): 1–22.