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Spring 2017

## Ignatian Pedagogy Certificate Final Project

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### Recommended Citation

Nichols, Catherine, "Ignatian Pedagogy Certificate Final Project" (2017). *Ignatian Pedagogy Educational Resources*. 5.

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**IPP Final Project**  
**Catherine Nichols**  
**Spring 2016**

For my final project, I chose to make changes to the assignments for my ANTH 100: Globalization and Local Cultures course (Tier 1, Core Course). I have taught this course for four semesters and have made changes to course content, content delivery style, and assessment each time. This represents yet another change, focusing on assessment. In lieu of in-class written exams – this past semester I gave a mid-term and a final – these assignments were designed to embrace several of the IPP components: experience, reflection, context, and action. I have found that I am always unhappy with student responses on written exams and increasingly happy with papers. I sense that learning happens better in the context of a project that is their own.

Briefly – All assignments ask the students to do something, referencing the experience component. I was inspired by the DEAL framework, and hope that my questions in the assignments provide enough direction to lead students to the meanings I think are important without being too restrictive. Reflections are designed to bring together reflection and context. The emphasis on gathering original data (through observations and interviews) connects to research experiences. I began using rubrics this semester and noticed how much easier it was to grade exams and the students felt like they had clear grading criteria.

The one area I struggled with was action. I found it difficult to require this of students, so they have an alternate assignment if they are interested. I hope this will also speak to context – getting them increasingly invested in an interest and allowing them to make connections between the class and their experience. I do ask about decision-making in the Globalization Diary assignment. I know that according to Fr. Mesa ACTION is most important, so I'm not entirely satisfied, but hopeful I may be able to improve this area.

## ANTH 100: Globalization and Local Cultures – Assignments

You may propose an alternative project to replace Projects 1, 2, or 3. This requires an in-person meeting with me for approval, at least two weeks before the project due date. The alternative project is due at the same as the project it replaces. See guidelines for Alternative Project. Everyone must complete the Final Exam Essay.

### Project 1: Observing Globalization in Chicago (75 pts)

Sakia Sassen characterizes Chicago as “a dense site of heterogeneity.” You will use the city as a site to observe globalization. For this assignment, you will gain experience with the ethnographic method of participant-observation as you explore the city, focusing on sites and/or events that provide an entryway to recognizing contemporary globalization.

#### *Part 1: Plan a Route, Participate & Observe, Take Field Notes*

Instructions: You will choose an area or route to visit in Chicago that will allow you to observe international flows of people, commodities, images, and ideas. You should record “jottings” while you are out and upon returning home, write 1 single-spaced page of field notes to turn in. Your page of field notes must provide details of when, where, and with whom you went.

While you are out, consider the following and use this as a guide to observing and writing field notes:

- What kinds of businesses are there, what is being sold, and who are the customers? Are there differences compared to your local stores?
- What do you noticed about the people? Consider: dress, language, behavior
- Is there anything you see, hear, taste, etc. in the environment that allows you to consider how foreign forms are localized?

Recommended places: “Little India” (Devon and Western); “New Chinatown” (Argyle and Broadway); “Chinatown” (Cermak and Wentworth); Pilsen (South Side, neighborhood with many immigrants from Mexico), Humboldt Park (near NW side, Puerto Rican community), etc.

\*\*Please exercise good judgment regarding personal safety while completing this assignment. If you feel unsafe for any reason, leave the area.

#### *Part 2: Paper*

Using your knowledge of the concepts of globalization thus far, interpret/explain your observations. Your interpretation must draw on concepts and examples from the readings and course material. Please follow the social science writing convention of: claim, evidence, warrant.

Paper length is a **minimum** of 750 words. You must include the word count of your paper.

#### *Part 3: Reflection*

In approximately 200 words, reflect on the process of gathering and analyzing data. Use the following questions as a guide:

- What parts of the assignment did you find most challenging? Was there something you particularly enjoyed?
- How does this experience inform your understanding of what it means to do ethnography?

TURN IN: Part 1 (typed field notes), Part 2 (include word count), Part 3

## **Project 2: Globalization Diary (100 pts)**

How does your day-to-day life reveal the flows of globalization? Paying close attention to the goods you consume, the media you view, and the people you interact with, serves as a means of considering your place in the global ecumene.

### *Part 1: Observations*

From the moment you wake up to the moment you go to sleep for one to two days, record your interactions with commodities/goods, media, and people. You don't need to be exhaustive but your diary should reflect a heightened sense of awareness of your daily life. Your "diary entry" should be at least 3 single spaced pages. You may use a list-style or short paragraph/note format.

- For commodities, note: context/place of production (check especially food and clothes), place of consumption, and (where appropriate) motivations or desires for consumption. Choose 3-4 companies of goods you consume and do some background research with respect to their production facilities, ethical commitments, political positions, and financial worth. Include this in your observations.
- For media, note: are the films, TV, music, news produced in/by US or somewhere else?
- For people, note: method of interaction (remote or face to face), cultural identity or heritage and how cultural differences are mediated.

### *Part 2: Paper*

In no fewer than 1000 words, use your diary entry to reflect on where you fit into the global ecumene. You must include the word count of your paper. Your paper must address the following:

- How do key concepts of globalization or topics we've discussed allow you to make sense of your observations? Please follow the social science writing convention of: claim, evidence, warrant.
- How has globalization positively and/or negatively impacted your life?
- Using what you know about the lives of others (particularly in the periphery or working poor migrants in the US) based on course material, draw connections between how the way you live your daily life affects their material existence, social relationships, and desires.
- Does your heightened awareness of your place in the global ecumene motivate you to alter your decisions, especially those surrounding consumption? Discuss this based on the actual options you have available.

### *Part 3: Reflection*

In at least a paragraph, discuss the parts of the assignment you found most challenging, and what you enjoyed. Next, in no more than two sentences, describe yourself based on what you learned from this assignment.

TURN IN: Part 1 (typed "diary entry"), Part 2 (include word count), Part 3

### **Project 3: Interviewing a Migrant (125 pts)**

Ethnographic representations of migrants – be they international labor migrants or refugees – are well suited to reveal both the everyday challenges, and ultimate aspirations. For this assignment, you will need to find an adult who will agree to be interviewed about their migration experience and how they have gone about their lifework in a new country. This must be an in-depth interview, lasting at least 20 minutes.

#### *Part 1: Finding an Informant, Interview Prep, Interviewing*

- Identify someone who has experienced international migration and can recall both details of their migration experience, and how they went about their everyday lifework after migrating. This could be: a labor migrant, refugee, international student
- Your informant must agree to the interview. It is your responsibility to communicate how you will use the information they share with you. Unless your informant requests his/her identity be revealed, you must use pseudonyms and change any identifying details to protect the person's identity. Make sure you destroy the interview (particularly if tape recorded) after you have completed your analysis.
- You should offer to give your informant a copy of the interview, interview transcript, and/or paper.
- If your informant requests that you stop or end the interview at any time, you must do so.
- Develop a list of questions to ask your informant. Ask open-ended questions and try not to use yes/no questions. Your questions need to be informed by the course material and your knowledge of migration and globalization. Questions need to be prepared in advance and must be extensive and thoughtful.
- Conduct the interview. You must: audio record the interview, OR, take notes during the interview and once the interview is complete **IMMEDIATELY** spend at least another 30 minutes augmenting those notes with details you recall.
- Turn your interview into data: transcribe (type out) the audio interview, or type up the notes. This step will take longer than you anticipate.

#### *Part 2: Analysis and Paper*

- Analyze your interview data with respect to course topics and readings. Consider: How does this person's experience conform to or deviate from what you've learned about international migration and globalization?
- In no less than 1000 words, write a reflection paper that discusses your informant's migration experience and subsequent lifework with respect to your knowledge of international migration and globalization based on course material, readings, and your own knowledge/research. Please follow the social science writing convention of: claim, evidence, warrant.

#### *Part 3: Reflection*

In approximately 200 words, reflect on the process of gathering and analyzing data. Use the following questions as a guide:

- What parts of the assignment did you find most challenging? Was there something you particularly enjoyed?
- How does this experience inform your understanding of what it means to do ethnography?

TURN IN: Part 1 (interview question list; interview transcript or extensive post-interview notes); Part 2 (include word count); Part 3

### **Guidelines for Alternative Project**

You may propose an alternative project to replace Projects 1, 2, or 3. This requires an in-person meeting with me for approval, at least two weeks before the project due date. The alternative project is due at the same as the project it replaces.

An alternative project should:

1. Engage with course content while also reflecting a personal interest, professional opportunity, area of research, or existing affiliation.
2. **Be action-oriented.** Your project should be able to address: What can I do to address the harms and/or benefits of globalization?
3. Consist of at least equal time/effort to the project it replaces.

Alternative Project How-To:

1. Draft a proposal for your alternative project. The proposal describes what you plan to do, offers an explanation for how it relates to course content, and contains a timeline.
2. Schedule a meeting with me to discuss the project, make changes based on my feedback, and receive approval. Expectations for what you will do/turn in will be established before you begin.
3. Carry out the project and turn in all components.

Example/Possible Projects:

- Organize a political action (rally or letter writing campaign) to lobby for immigration reform
- Organize a portion of a cultural event
- Volunteer at a social service agency that serves migrants

Doing an alternative project is a way for you to develop or capitalize on an interest or existing affiliation. This project should not “double-dip” for another course, though it might overlap. Students are expected to adhere to Loyola’s standards of academic conduct in this respect.

### **Final Exam Essay (50 pts)**

In no less than 1500 words, discuss: Who harms and who benefits from globalization? In what ways and to what degree?

You must make use of course content – concepts and readings – in your answer. You are crafting an argument here, as there is no one right or wrong answer to this question. Your essay must follow the social science writing convention of claim, evidence, and warrant. You must include the word count of your essay.

Example: (CLAIM) Globalization is beneficial to U.S. consumers. (EVIDENCE) As Bestor's study of Guatemalan broccoli production shows, [specific details here]. (WARRANT) Therefore, because globalization allows grocery stores to source produce from a large market and transport it quickly, consumers benefit by receiving better quality products at lower costs.