



CUSAG

The Cultural Systems Analysis Group

Community Action Anthropology

CuSAG's Five Year Strategic Plan (2010-15)
*Towards A Consortium/Center of Applied Ethnography
and Community Health Sciences (CAECHS)*

By

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1. Background

Over the next five years, The Cultural Systems Analysis Group (CuSAG) is organizing its past integrated research, training, and technical assistance activities, and its future pursuit of resources, both externally and internally (UMD), under an umbrella initiative that is tentatively titled the “Consortium/Center of Applied Ethnography and Community Health Sciences” (hereafter referred to as the CAEHCS - pronounced “Cash” - or the Consortium). The reason for the Consortium/Center structure in the proposed title is that strategies are now underway to create a Consortium, while funding is being pursued to transform the Consortium into a Center.

The significance or rationale for the CAEHCS is to bring much needed attention to applied ethnographic research methods as a scientific pursuit, and to enhance ethnography’s role in community health through the collaborative efforts of researchers and community health practitioners. One of the goals of the CAEHCS is to create a structure that will provide a scientifically sound alternative to the dominance in social science research methodology that focuses primarily on surveys, experimental, or hypothesis testing formats, which are frequently referred to as “quantitative methods.” While such methods are also included in the ethnographic tool kit of used at CuSAG, our focus is on the development of a range of the so-called “qualitative methods”¹ that allow for discovery, creativity, flexibility, and deeper explorations of the socio-cultural contexts (such as community, family, and expressive culture), the socio-cultural dynamics of these contexts, and the socio-cultural meanings that underlie many aspects of human behavior, including health behavior². These approaches to ethnography are also being proposed for the CAEHCS.

It should also be noted that at CuSAG, health too is defined very broadly, not simply in terms of biological or clinical health status, but any condition that brings a lower quality of life to targeted individuals, families, communities, and societies, such as poverty, violence, environmental toxins, and a range of other social and cultural issues. At CuSAG, we also cite as one of the important attributes of ethnography is that it is the study of “cultural systems,” which are defined as any social entity whose members tend to share certain preferred social structures or spaces, preferred behavioral responses to certain environmental, social, or cultural cues, and ideations (interpretive frameworks) that contribute to such preferences, and as such provide scripts for social interaction. As such, we view cultural systems as not simply being limited to local communities, ethnic and other groups, or total human societies, but also include organizations, institutions, and bureaucracies. Such definitions of health and cultural systems are also going to be utilized in the operations of the CAEHCS

As an umbrella structure, the CAEHCS will begin with CuSAG’s current, ongoing, and developing programs, which will be briefly summarized below with references to CuSAG website locations that offer a little more detail on each program. Proposals are presently being

¹ See the range of methods included in CuSAG’s methodological toolkit at <http://www.cusag.umd.edu/programs/cehc/EICCARS/index.html>

² Whitehead, T.L., What is Ethnography? The Epistemological Attributes of Ethnography from an Applied Perspective, EICCARS Working Papers, CuSAG, University of Maryland, <http://www.cusag.umd.edu/documents/WorkingPapers/EpiOntAttrib.pdf>.

developed in pursuit of external funding, but CuSAG is also requesting from the University/the State annual funding of at least \$50,000 per year to support the development of the proposed CAECHS, in particular its training and student support activities, and to serve as one of those university contributions as might be requested by some potential funding sources.

2. Developing the Structure of the CAECHS and the CAECHS Monthly Seminar Series.

On November 12, 2009, CuSAG inaugurated the idea of the CAECHS by holding the first session of an ongoing monthly Applied Ethnography and Community Health Sciences seminar. This series represents our first step towards achieving the goal for the CAECHS as stated above: “to bring much needed attention to applied ethnographic research methods as a scientific pursuit and as a way of enhancing ethnography’s role in community health through the collaborative efforts of researchers and community health practitioners.” This goal is to be achieved by first inviting researchers who have applied ethnographic methods in a systematic way to health and social issues to share their work, and if they are interested. The seminar series will also be used to recruit interested persons to become members of the CAECHS. CAECHS members do not necessarily have to become associates of CuSAG, as the consortium structure of the CAECHS will seek to bring include organizations and individuals distinct from CuSAG. Organizations, however, are to select representatives to a CAECHS Coordinating Committee (the CCC), which will be scheduled apart from the seminar series. The purpose of monthly meetings of the CCC is to plan CAECHS activities, project ideas, and the pursuit of funding to achieve those ideas. As such, the remainder of the programs presented here are the ideas of the CuSAG Director, will continue to be the direction for the CuSAG, but as members join the CAECHS, new ideas and new directions will emerge.

3. The Cultural Ecology of Health and Change (the CEHC)³

The CEHC is a conceptual model that integrates research, training, and technical assistance as they relate to issues of community health. The CEHC evolved from my almost 40 year career as a community health ethnographer/anthropologist, and incorporates anthropological methods and theory into four important community health systems: program planning, community and cultural assessment research, program implementation, and program evaluation. Because of the anthropological and ethnographic foundations of the CEHC, its four systems are titled: (1) Ethnographically Informed Community and Cultural Assessment Research Systems (the EICCARS)⁴; (2) Program Design and Implementation Planning (the PDIP)⁵; (3) Project Implementation Programs (the PIPs)⁶; and (4) Evaluation Assessment and Evaluation Systems (the EAES)⁷. Part of CuSAG pursuit for funding developing the CEHC is related to the different components of each of CEHC’s four systems, including print and online tools to facilitate

³ <http://www.cusag.umd.edu/programs/cehc/>

⁴ See <http://www.cusag.umd.edu/programs/cehc/EICCARS/index.html>

⁵ <http://www.cusag.umd.edu/programs/cehc/PDIP/>

⁶ <http://www.cusag.umd.edu/programs/cehc/PIPs/index.html>

⁷ See <http://www.cusag.umd.edu/programs/cehc/EAES/index.html>

research, training (both inside and outside the academy), and technical assistance⁸. All of CuSAG's work since its inception in 1989 has been informed by programs within one or more of the CEHC systems⁹. CuSAG is presently writing proposals to support the further development of these tools. The development of the CEHC systems began to evolve during my 11½ years on the faculty of the School of Public Health at the University of North Carolina (1976-1987). The CEHC systems also represent my pursuit of a "science of the anthropology of community health" then and up to the present, and thus the rationale for the "community health sciences" found in the title of the CAECHS.

4. The Urban Health and Human Ecology Program (the UHHEP).

Most of CuSAG's work since its inception twenty years ago has been in economically distressed communities in the Baltimore-Washington Urban Corridor (BWUC). CuSAG has begun developing comprehensive databases for specific urban neighborhoods utilizing the data collecting methodologies outlined in the CEHC systems for collecting community and cultural assessment data¹⁰. These databases focus on two important contextual areas in urban community health: (1) needs, challenges, and risks for various illness and social issues found in urban environments; and (2) community resources that can be utilized to address these conditions. The Urban Health and Human Ecology Project (the UHHEP) was recently created as a way of providing some integrated structure to the further development of these databases. In fact, one of the goals of the UC-HON discussed below is related to the UHHEP, that is, provide technical assistance to community organizations so as to enhance their capacities in assessing the needs, challenges and risks in their own communities, and the assets in their communities also attempting to address these conditions, and who they may partner with for more effective results.

One of the goals of the proposed CAECHS is to invite others doing similar research in urban communities to join the UHHEP to establish a shared database which then can be used as a starting point for future research, theses, doctoral dissertations, scientific publications, and the pursuit of additional funding opportunities (creating for the BWUC a research system similar to that established for Chicago by the Chicago School of Sociology in the 1920s, which has been a continued source of ongoing scholarship, and funded social service programs, into the present day). Similar to the system created in Chicago, the proposed UHHEP represents a use of local communities as laboratories for testing various future CAECHS research, teaching and technical assistance activities. The UHHEP databases can also bring some focus to this work for both regional and comparative purposes.

Following our attempt to pursue funding from NSF for the total CAECHS, we hope to then follow up with a pursuit of funding for the UHHEP. Moreover, the data presently stored in the UHHEP were presently collected using the multi-method approaches found in the EICCARS, and organized into the EICCARS sixteen (16) community profiles. The significance here is that funding can also be sought focusing on collecting data for any one of these sixteen profiles

⁸ <http://www.cusag.umd.edu/documents/ProgramBriefs/CEHCFigures.pdf>

⁹ See <http://www.cusag.umd.edu/programs/cehc/>.

¹⁰ <http://www.cusag.umd.edu/programs/cehc/EICCARS/DataProfiles.html>

(e.g., pursuing funding opportunities at HUD based on the data found in the Housing and Human Ecology Profile, or from the Department of Justice based on data found in the Crime profile). Such funding can be sought at either federal or local government organizations.

5. Prison-to-Community Re-entry

Another component of the UHHEP is a set of urban health and social issues studied by CuSAG, and which the proposed CAECHS will continue to pursue across disciplines. One such issue, for example, is that over the past three years, CuSAG's current research on prison-to community re-entry in Washington, DC, sponsored by the Court Services and Offender Supervision Agency (CSOSA). This work has contributed to the development of the UHHEP databases of DC's Congress Heights and Marshall Heights¹². The rich body of data yield by this research has brought an awareness of how difficult it is to study any issue in underserved and economically distressed urban communities without being aware of the impact of mass incarceration and re-entry on these communities. This database has also provided a foundation for the continuing pursuit of funding on these particular topics (crime, violence, incarceration, and re-entry). We hope that through the creation of the CAECHS, we will create a collaborative structure of others pursuing research topics within urban communities.

Over the past three years CuSAG has carried out a series of ethnographic studies for the Court Services and Offender Supervision Agency (CSOSA), a federal agency responsible for the functions relating to pre-trial services and offender supervision in the District of Columbia. The CSOSA ethnographies have focused on the needs and challenges faced by prison-to-community re-entrants, and community assets that may respond to such needs and challenges. CuSAG is seeking funding support to expand these research activities beyond DC borders into the larger Baltimore Washington Urban Corridor (the BWUC).

6. The University-Community Outreach Network (UC-HON).

The overall mission of CuSAG, which is the integration of research, training, and technical assistance in service to local communities, and state, national, and international organizations involved in addressing health and social problems¹³. Thus, the goal of the UC-HON is to partner with organizations and agencies that serve these communities in order to provide technical assistance in community and cultural assessment research, and using the findings from such research in the design, implementation, and evaluation of programs to address health and social issues. The immediacy for the development of the UC-HON grew out of the findings from the prison-to-community re-entry research discussed above, and the desire to utilize these research findings in the design, implementation, and evaluation of programs (i.e., the other CEHC systems, the PDIP, the PIPs, and the EAES) to address various social and health issues that are being experienced by re-entrants, their families, and communities. In fact, the development of the UC-HON was proposed at a CuSAG-hosted workshop held May 1, 2009

¹² *ibid*

¹³ See <http://www.cusag.umd.edu>

where invited researchers, program professionals, policy makers, and public agency and community representatives discussed such reentrant issues¹⁴.

The establishment of the UC-HON was the focus of the proposal submitted to NIH in December 2009, and it will continue to be a focus of some of our future proposals, in collaboration with colleagues in the School of Public Health, until we are successful in receiving funding for this initiative. Once we recruit Community Based Organizations into the UC-HON, we hope to be able to convince their funders to contract with CuSAG to provide technical assistance in assessment research, and program planning, implementation, and evaluation.

7. Community Based Research Associates and Assistants.

A major goal of the UC-HON is to provide technical assistance and the transfer of various University based skills (e.g., research and program evaluation) to the infrastructures of CBOs and public agencies of community partners so as to enhance their capacities to address health and other social issues in their own communities. Among the many “capacity enhancement” strategies that the CAEHCS proposes to offer is not only the hiring of a Community Based Associate (CBA), but also some support for the hiring of community based research assistants (CoBRAs). The funded project specific CoBRAs to be supported by the CAECHS will either be staff already in the employ of CBO partners, or new hires, thus to hopefully contribute to the sustainability of skills at these CBOs. We refer to these persons as community based research “assistants” because they will be trained by the CAECHS researchers in the various skills offered by the CEHC, i.e. from community and cultural assessment methodologies, to program planning, and implementation. They will also make contributions to the UHHEP community specific databases (their communities) to which they will then have access to in future projects that their organizations would like to develop. We expect that there will be the added benefit of enriching the ethnographic data from the input of having “cultural insiders” and “outsiders” (academically based researchers and practitioners) as part of the ethnographic team. This training program will also provide a pool of researchers for future researchers in the UHHEP study area (similar to urban survey researchers who attempt to maintain a local pool of community survey interviewers). We expect to have this program as a component of most future CuSAG and CAECHS proposals.

8. UC-HON Annual Conference/Workshop.

Earlier it was mentioned that on May 1, 2009, CuSAG held a one half-day workshop to propose the development of the UC-HON. This effort is now being followed up as a planned annual UC-HON three-day Conference/Workshop wherein the first 1½ days will consist of a conference with an array of panels discussing the various issues related to the conference topic of any particular year. For example the first UC-HON Conference, planned for Fall 2010, will be a follow-up of the 2009 Workshop with a focus on incarceration and re-entry issues.

Also, similar to the 2009 Workshop, researchers, program professionals and policy makers, and public agencies and community representatives will be invited, with some members of these various bodies being invited to be part of panels discussing a range of incarceration and re-

¹⁴ <http://www.cusag.umd.edu/documents/Reports/May1WorkshopRpt.pdf>

entry issues such as: (1) Individual Needs of Housing, Employment, Educational/Literacy, Physical Health (e.g., health status, HIV/AIDS, accessibility to health care, etc), Mental Health, Substance Abuse, Companionship and Sex Needs, etc; (2) Children and Family Issues; (3) Peer Networks and Neighborhood Effects; and (4) Gendered Experiences (e.g., differences for males and females in the incarceration and/or re-entry, the impact of incarceration and/or re-entry on gender identity, etc).

The afternoon of the second day of this event will be a bridge session between the first 1½ Conference days, and the third day which will be dedicated to the first CEHC system, the Project Development and Implementation Planning (the PDIP) Workshop that will be offered to those interested (registered) public agencies and CBOs. This Conference/Workshop Bridge Event will include presentations from CuSAG's/Director staff on: (1) the UC-HON as a CBPR model that will be used by CuSAG in addressing the issues that have been discussed during the 1½-day Conference; (2) the CEHC and its systems as a conceptual model that informs UC-HON's proposed programs and activities; (3) CuSAG programs that will contribute to the UC-HON goal of community based capacity enhancement; (4) recruiting other organizational representatives in becoming members of the UC-HON and the larger CAECHS; and (5) coming back to more detail on the PDIP, and what is going to go on during the third day of the PDIP Workshop.

In addition to the Conference and the Workshop, this event is also being planned with several other activities, two lunches with keynote speakers, and two dinner and evening events with keynote speakers. Participants will be able to register for each of the four events (Conference, Workshop, Lunch, and Dinners), separately, or register for the full event.

While CuSAG has yet to receive any funding for this event, we plan to still try to schedule this event for October or November, 2010 because we want to schedule it just prior to end of semester exams at UMCP. The reason for this time is because planning and implementing the event, as well as managing the many Workshop sessions will require more person power than CuSAG has staff. As the CAECHS develops, it is highly expected that there will be member individuals and organizations who will take part in the planning and implementation of this event, as well as some who will provide some in kind contributions, or in the case of organizations and agencies will pay the registration for some of their staff members, in particular to attend the Workshop. In addition, however, Dr. Whitehead has also organized a course based on the CEHC systems, as a professional development seminar in which assisting in the planning and implementation of this event are built into the course's requirements.

9. Sexual and Reproductive Health.

Similar to the Prison-to-Community Re-entry discussion above, this program of sexual and reproductive health is one of the CuSAG-specific issues topics. While CuSAG is not currently doing research on the particular topic of sexual and reproductive health, it has been an area in which CuSAG has done research in the past, and which I (Tony Whitehead) have been conducting research throughout most of my career. Moreover, the UHHEP database of Seat Pleasant was supported some years ago by the Prince George's County (Maryland) Health Department to study adolescent female risk for sexually transmitted infections in several Prince

George's communities bordering Washington, DC. This is also one of the research foci of UMD's School of Public Health's Prevention Research Center (PRC), a unit in which CuSAG is establishing collaborative ties. Here again the CAECHS is being developed as a collaborative structure for such research.

10. The Cross National Health Collaborative.

This CuSAG initiative has been three years in development¹⁵, and focuses on the new UMCP-University of the West Indies (UWI) Memorandum of Understanding (MOU)¹⁶, with the plans for conducting collaborative research in the US and the Caribbean, and eventually collaborating with colleagues in other parts of the world. In other words, some of CuSAG's collaborators in the formation of the CAECHS are carrying out research in the Caribbean and other parts of the world, and through the CAECHS Coordinating Committee, it will develop a more global health perspective. For the time being however, CuSAG is pursuing funding for collaborating with its UWI colleagues for comparative work in the US and the Caribbean that focuses on research, training, and technical assistance that build on its present US work in: (1) violence, crime, incarceration, and re-entry; and (2) sexual and reproductive health. In the proposal to establish the funding for community partners in the development of the UC-HON, CuSAG would like to secure enough support to include the participation of UWI and NGO partners in the Caribbean. But short of being able to secure such funding, CuSAG hopes that it will get enough funding to at least support their attendance at the 2010 UC-HON conference so that collaboratively, we can at least begin the work of developing a Chapter of the CAECHS and thus increase the prospects of developing a UC-HON structure between the UWI and Caribbean NGOs. Through the proposed structure of the CAECHS, there will be proposals for future work on other health and social issues. In fact, in the proposal that is being developed for NSF, CuSAG is requesting support for continuing its UHHEP research in BWUC urban neighborhoods, in collaboration with our UWI colleague to conduct comparative research in Kingston, Jamaica.

11. CAECHS Training Programs.

We propose several types of CAECHS training programs, some of which already exist and some that need to be developed over the next five years. These training programs all associated with applied urban ethnography, or social and community health program planning, implementation, and evaluation. Included are: (1) Semester Long Courses of 1-6 credits; (2) Three to Six Week Intensive Short Courses of 1-6 credits; (3) 1-3 Week Workshops and Conferences that may or may not offer continuing education short courses; (4) Certificate Program Courses; and (5) Internships. The semester long courses presently in place and supported by CuSAG are: (1) Applied Urban Ethnography 1, with a focus on ethnographic data collection; (2) Applied Urban Ethnography 2, with a focus on ethnographic data analysis; (3) Ethnographic Evaluation of Community Based Initiatives. All three of these are 3-credit courses, with an optional 1 additional credit for providing at least 4 hours per week of service to a local CBO or service organization. Students enrolled in the Applied Urban Ethnography 1 course have contributed to the UHHEP databases in the past, and will continue to do so. There are

¹⁵ http://www.cusag.umd.edu/documents/ProgramBriefs/CNCYH_Background-Goals.pdf

¹⁶ http://www.cusag.umd.edu/documents/Announcements/MOU_Release.pdf

also two summer ethnographic field schools in place: (1) Summer Field School in Applied Urban Ethnographic & Community Health Sciences¹⁷; and (2) The Jamaican Ethnographic Field School¹⁸. These field schools are examples of three to six weeks intensive short courses. Students may register for either 3 or 6 credits for the urban field school, and must commit either 10 or 20 hours per weeks of service. Students enrolled in the Jamaican field school (which is also in the urban setting of Kingston) offers 6 credits over a four week period. Students commit full days of service to a local non-government organization (NGO), and hold evening classes, five days per week.

As part of the development of the CAECHS, CuSAG plans to develop a cross-disciplinary directory of courses related to applied ethnographic and community health sciences, inviting collaborating colleagues to include their courses in this directory. In addition we plan to propose a certificate program in which taking 12 credits of CAECHS courses can earn one a certificate of completed CAECHS training.

12. The CuSAG Student Support Fund.

In May of 2009, CuSAG established a Student Support Fund to support student participation in CuSAG activities, particularly students from economically disadvantaged backgrounds¹⁹. The initial rationale for the establishment of the Fund was to try to broaden US student participation in CuSAG's field school in Jamaica. However, there are student expenses also associated with the expanding CuSAG, and the proposed CAECHS activities, which it is proposed that this fund will support.

13. The CAECHS Distance Research, Training, and Technical Assistance Capacities

Each of the four CEHC systems has multiple programs. The PI has begun to develop a number of Program Technical Manuals (workbooks) for the various programs in each system, all of which are in need of further development, and the writing of some have yet to begin. These Program Technical Manuals (PTMs) are crucial to the transfer of CEHC skills to community collaborators, and the proposed project will facilitate their further development. It will also facilitate CuSAG ongoing efforts to put these tools on line so as to facilitate distant research, training, and technical assistance activities. During the summer of 2010, CuSAG hopes to begin exploring the possibility of developing online courses.

14. The CAECHS Data Management, Analysis, Dissemination, and Communication Unit.

Once the CAECHS and the UC-HON are established, the research activities of CuSAG can be expected to expand with increased research and evaluation requests from UC-HON members. This will mean an expansion in data collection, management and analysis needs. As such, CuSAG proposes to put people in place to establish a rudimentary Data Management and Analysis Unit, with the hope of expanding and continuing this capability with funding from future

¹⁷ See <http://www.cusag.umd.edu/documents/Flyers/UrbanEthnoFieldSchool.pdf>

¹⁸ See <http://www.cusag.umd.edu/documents/JamaicaBrochure09.pdf>

¹⁹ See http://www.cusag.umd.edu/documents/Flyers/CuSAG_Student_Support_Fund-2.pdf

sources. This unit will also be responsible for assistance in the preparation of findings for dissemination, including submissions for refereed publications. The last item is crucial, as the publication record of the PI has suffered in recent years, as he has single handedly maintained CuSAG as a research unit through his own individual research funding. The PI is also mindful of the point made by Faridi and colleagues of the lack of reporting on CBPR efforts in the scientific literature²⁰. The proposed project hopes to establish a foundation for overcoming this problem. And finally, through this unit, CuSAG proposes to build on its communication activities with UC-HON members through periodic seminars, an electronic blog to which all UC-HON members will be invited to make contributions, other electronic vehicles such as twitter for more rapid communications, the UC-HON annual conferences, online working papers, and refereed publications.

15. Institute for the Study of Human Difference, Cultural Understanding, and Social Healing (IHDCU).

The “Institute for the Study of Human Difference, Cultural Understanding, and Social Healing” (IHDCU) is a proposed future CAECHS program, but has its roots in my (Tony Whitehead) personal and professional history. Personally, as an African American growing up in poverty in the rural segregated Southeastern United States, at a very young age I became aware of human differences and the cultural constructs that maintained such differences, and their consequences. My experiences in Turkey as a Peace Corps volunteer, in the late 1960s, provided opportunities to observe and experience constructions of difference in another cultural setting, both in terms of how Turks (and other Middle Easterners) perceived me as an American, and as an African American, and as they perceived the various ethnic populations within that country (and in other that I visited such as Syria, Lebanon, and Jordan). The Turkish experience and the “reverse culture” shock of returning to the US in 1967 at a time of racial upheaval, political turmoil, assassinations (King and the Kennedys), and so on, led me to pursue the PhD in Anthropology.

Anthropology promised a better understanding of the cultural constructs of human difference through the discipline’s holistic approach to the study of the human condition. My years (1976-67) on the UNC School of Public Health faculty provided opportunities to observe constructions of racial, regional, gender, and religious differences. They also provided opportunities to use my anthropological training in the development of tools to facilitate an improved understanding of such differences, so as to overcome communication breakdowns, distrust, prejudice, discrimination, hatred, and violence. While the UNC’s School of Public Health offered such opportunities (because of its emphasis on practice), coming to Anthropology at UMCP did not. However, in 2000 I created an Honors course on “Cultural Understanding,” from which I received the highest student evaluations of my nearly 40 years of teaching at the college level. I only taught the course for two years, having to focus on other teaching and administrative responsibilities. Within the next two years, I plan to re-introduce this course with the new name of “Human Difference, Cultural Understanding, and Social Healing” to be taught by colleagues who have similar interests. We also plan, as a component of the CAECHS, to build on that

²⁰ Zubaida Faridi et al., “Community-based Participatory Research: Necessary Next Steps,” *Preventing Chronic Disease* 4, no. 3 (2007): A70.

course in developing the IHDCU, with research, technical assistance, and other training vehicles that address human diversity, health disparities, and other areas of need regarding issues of human difference, cultural understanding, and social healing.

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Acronym Glossary

BWUC	Baltimore-Washington Urban Corridor
CAECHS	Consortium/Center of Applied Ethnography and Community Health Sciences
CBA	Community-Based Assistant
CBOs	Community-Based Organizations
CBPR	Community-Based Participatory Research
CCC	CAECHS Coordinating Committee
CEHC	Cultural Ecology of Health and Change
CoBRAs	Community-Based Research Assistants
CuSAG	The Cultural Systems Analysis Group
CSOSA	Court Services and Offender Supervision Agency
EAES	Ethnographic Assessment and Evaluation Systems
EICCARS	Ethnographically Informed Community and Cultural Assessment Research Systems
IHDCU	Institute for the Study of Human Difference and Cultural Understanding
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
NIH	National Institutes of Health
NSF	National Science Foundation
PDIP	Project Design and Implementation Plan
PI	Primary Investigator
PIPs	Project Implementation Programs
PTMs	Program Technical Manuals
UC-HON	University to Community Health Outreach Network
UHHEP	Urban Health and Human Ecology Project
UMCP	University of Maryland College Park
UNC	University of North Carolina
UWI	University of the West Indies