San José State University
Department of Environmental Studies
ENVS 127/227, Advanced Community Based Participatory Research

Course and Contact Information

Instructor:	Dr. Carolina Prado
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Office Hours:	*Tuesdays 12-2pm or by appointment* Make sure to sign up beforehand: https://carolinaprado.youcanbook.me
Class Days/Time:	Tuesdays and Thursdays, 3pm-4:15pm
Classroom:	Dudley Moorhead Hall (DMH) 354
Prerequisites:	EnvS 127 or Instructor Permission

Course Description

This course integrates interdisciplinary theory and practice in developing a situated understanding of community-based participatory research (CBPR) toward redressing environmental inequities. Students will apply these theories and practices in their own environmental research and advocacy projects regarding local environmental issues. This course explores the epistemological, environmental and movement building imperatives for creating effective and responsible community-researcher partnerships for social, health and environmental justice. Through training in theory and community practice, students will increase their competency in understanding the complexity of environmental conditions in underserved communities. Students will learn a broad range of methodological approaches to doing the work of community, in community, and with community. This course builds on the information and skills provided in EnvS 127 by incorporating an advanced focus on the theory behind the practice of community-based research. Students will be able to analyze the interdisciplinary theoretical foundations for this research methodology as well as place their own projects within this lineage. This advanced course will provide students the tools to engage theory in their writing through case studies in the policy and health implications of CBPR projects. Completion of this course will help graduate students in this field design feasible projects and thesis studies.

Course Format

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion. Students will be expected to interpret and analyze advanced readings in the field, especially peer-reviewed publications. Reading all assigned materials before class time will help to advance our discussions beyond basic principles in the field. Class discussions will be extended through out-of-class discussion on Canvas, our interactive learning management system (LMS).

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will develop and demonstrate an ability to:

1. Engage with and provide critical analysis of the principles of community based participatory research,
2. Interpret and analyze advanced community-based research theoretical texts,
3. Evaluate the applicability of key community organizing and participatory research concepts,
4. Formulate the theoretical bases of their own community based research projects using the advanced readings in the field,
5. Apply their knowledge and skills to new settings or in addressing complex problems in collaboration with community partners, and
6. Work productively in student groups and with community partners.

Contacting Professor Prado

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates.

If you email me I will respond to you within 24-48 hours. I do not respond to emails on the weekends. When applicable, I will respond to the entire class if I feel your emailed question or concern will benefit everyone (and in this case, you will not receive an individual response). However, please ask any questions during class, as others may have the same question.

Required Texts/Readings

Textbook

Hacker, K. (2013). Community-based participatory research. Sage publications. [ISBN-10: 1452205817]

(You may find this ebook online at the SJSU library)

Other Readings

Additional readings will be available on Canvas, and you can find a complete list of these readings at the end of the syllabus.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at sjsu.edu/senate/docs/S12-3.pdf.

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below will result in a loss of credit points for each assignment.

1) Reading Reactions (130 points)

Every week, students will post a **150 word** (undergraduates) or **200 word** (Graduate students) **PARAGRAPH** analysis of the readings along with two open-ended discussion questions you have about the text. This should include a one-two sentence synthesis of the article's main argument, and the rest should be an analysis of what you *think* about the argument (this could be a positive or negative take, or both). You should bring this paragraph and two discussion questions to class **PRINTED** on paper.

2) Class Participation (120 points)

Participation in the classroom will be organized around the "Classroom as Community" guidelines (below) , and your participation in class discussions. You are required to attend every class meeting unless you are ill or have an emergency. Participation in class does not mean being verbose. In many cases allowing or encouraging others to speak is more valuable to the group dynamic. Participation means providing the group your insights in an engaging and respectful manner. Statements are always more interesting if they are backed up by logic and evidence. Participation is evaluated by the student's level of participation in class discussion and activities, and avoidance of using electronics in class, the rubric will be posted on canvas.

3) Class Discussion Facilitation (50 points)

Each student will choose one of the listed topics in the course schedule and create a discussion facilitation on the topic. If you have an idea for a different presentation topic that engages the week's theme and readings, this is a possibility if you discuss with me at least one week before during office hours. The facilitation will be **30-45 minutes** in length, and will be followed up with discussion. The facilitation may include activities, creative expression, and audio visual aids, and *must* provide original discussion questions on the reading. Power-point is **not** encouraged for this assignment.

4) Field Investigation (700 points)

All students will work in self-selected small groups to investigate an issue affecting a Bay Area community. Some of the issues that may be considered include, but are not limited to, access to parks and green space, transportation inequities, food justice, etc. In this process, students will apply the CBPR skills gained in this course to develop a relationship with a community-based organization (CBO), interview key informants from the CBO to further unpack the issues of concern, work with community members to develop methods for redressing the identified issue, investigate the relevant issues based on these methods, and develop public policy suggestions based in their findings. Components of this project include the following:

A) Group Project Proposal (graded as a group) (100 points)

In small groups, students will meet with community members participating in a community-based organization to discuss mutual interests concerning community-based environmental issues.

Following, students will collaborate to produce an 800 word proposal that:
1. Describes the issue that you discussed with community members
2. Briefly reviews the importance of the issue based on a brief overview the peer-reviewed literature
3. Poses a research question to be investigated
4. Presents a methodology that may be used in the investigation
Note: Dr. Prado will work with all groups to refine project proposals. Multiple submissions may be necessary.

A note on Group Grades:
For the two group assignments, your grade will be dependent on two factors (1) the instructor's evaluation of the quality of the proposal and report (full rubric will be available on canvas) and (2) each student's individual evaluation of the group project.

Each individual in the group is responsible for a 500-word evaluation of the group project. The group evaluation is an opportunity to provide necessary insight into the process of creating your group project proposal and report. (Group members could potentially lose all points on the project based on their group evaluations.) The group evaluation is an opportunity to provide necessary insight into the process of creating your CBPR projects. Please start by identifying all the members of your group and the roles that they completed (including yourself), and the percentage of the project that they completed (for example: Adam 25%, Travis 25%, Tom 25%, Jarred 25%). Additionally, rate your group members on their willingness to participate and communication from a scale of 1-10, 10 being the greatest. Then address the following questions: What went well? What were some challenges? How do you evaluate your role?

B) Individual Project Progress Report (100 points)

After the group proposals are accepted, each individual student will be expected to report back to the community-based organization participants on progress made in their research in the form of individual reports. The individual project report will entail a **1000-1500 word,** APA format paper including introduction and methods sections. Additional details will be provided on Canvas and discussed in class.

C) Collaborative In-Class Presentation (200 points)

All groups will be expected to present their community-based studies in class. The purpose of this assignment is to provide a space for each group to demonstrate their knowledge and experiences of their investigation, and to expose class members to the diversity of issues that are experienced throughout communities in the Bay Area. Each presentation should be no more than 20 minutes with 5 minutes reserved for questions.

D) Individual Research Findings Report (300 points)

This is the final culmination of the course. Upon completing group CBPR projects, each student will produce a full-scale, **2500-4000 word** (Undergraduate students) and **4000-6000 word** (Graduate students) APA style research paper. The paper will include all sections, from introduction to discussion. The paper should review the relevant literature concerning the issue being investigated, describe the immediate issue, describe the cultural and social contexts concerning the issue, evaluate the role of community participation in addressing the issue, propose and apply an ecological level of analysis to the problem, and provide suggestions for further addressing the issue being investigated. Additional details will be provided on Canvas and discussed in class.

Grading Information

Your grade in this course will be calculated as follows.

Assignment	CELO Assessed	Point Value
Reaction Responses	CELO 1, 2, 3	130
Class Participation	CELO 1, 2, 6	120
Discussion Facilitation	CELO 1, 2, 3, 4	50
Field Investigation	CELO 3, 4, 5, 6	700
TOTAL		*1000*

The late penalty for assignments is one letter grade for every day late.

Grade Scale

A plus is 100%	A is 99-95%	A minus is 94-90%
B plus is 89-87%	B is 86-83%	B minus is 82-80%
C plus is 79-77%	C is 76-73%	C minus is 72-70%
D plus is 69-67%	D is 66-63%	D minus is 62-60%
F is 59-0% Unsatisfactory		

NOTE that Attendance is not part of your grade evaluation per University policy F69-24, but sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Classroom Protocol

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address the comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Also, I respect and teach to different learning styles, which include the way students participate and interact with each other. I understand that some people are more extroverted and natural talkers, while others are very good at listening. Therefore, depending on which category you may fall into, please be aware of and respect your fellow students, including making an effort to either let others talk (if you notice you're speaking more than others) or trying to speak up in class (if you notice you have been listening but not speaking). Remember that everyone's comments, questions, and concerns are valid even if we may not agree with them.

Harassment of any kind (sexual, racial, class, sexual preference, gender, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

While we will agree on community "ground rules" together on our first day of class, here are some basic expectations I have that will help us make the most of our time in class:

- Come prepared to class by thinking seriously about what you have read.
- Do not be hesitant to ask a question.
- Try your best to communicate yourself to classmates.

- Respect confidentiality and privacy in our classroom community.
- For class, please turn off cell phone and technology distractions*
- Refrain from any side-talk, reading non-class material, this is disrespectful.

*All use of cell phones during class time is <u>strictly prohibited</u>. <u>Laptops</u> may be used during class time at the instructors discretion <u>exclusively for tasks directly related to class activities</u>.
-Failure to meet the expectations of classroom protocol will result in a loss of participation points.-

University Policies

Per University Policy S16-9 *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' **Syllabus Information web page** at http://www.sjsu.edu/gup/syllabusinfo/"

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at sjsu.edu/aec to establish a record of their disability.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at sjsu.edu/studentconduct.

Plagiarism, intentional or not, will not be tolerated in this course. This is a course designed to provoke critical thought and writing, and plagiarism will not help you become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the University Academic Integrity Policy S07-2 at sjsu.edu/senate/docs/S07-2.pdf.

Here is an idea of what plagiarism looks like. You are plagiarizing or cheating if you:
- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Recycle a paper you wrote for another class
    Student Resources pages at the end of the syllabus, please read these in full.

Course Schedule

The schedule is subject to change with fair notice and the notice will be made available.

Week	Date	Topics	Readings	Assignments Due
1	1/23		Introductions, expectations, and syllabus Activity: What is a community?	
2	1/28 and 1/30	Getting Started	*On 1/28* o Community Partner Presentations - Saul Ramos, Somos Mayfair - Cayce Hill, Veggielution *By 1/30* o Sections of: Hacker, "Principles of CBPR" and Johnson, "Theoretical and Conceptual Background"	
3	2/4 and 2/6	Knowledge Systems and Critiques of Normative Research	o Corburn, 2005. "Street Science: Characterizing Local Knowledge" o Robbins, 2006 "Research is Theft: Environmental Inquiry in a Postcolonial World"	o ***Research interests and potential partners identified***
4	2/11 and 2/13	Foundations and Elements of CBPR	o Irizarry & Brown, 2014. "Humanizing research in dehumanizing spaces" o Minkler, 2000. "Using Participatory Action Research to build Healthy Communities"	o Reaction Response o ***Meet with community partners***
5	2/18 and 2/20	CBPR Methods and Research Questions I	o Hacker, 2013."Methods for CBPR" o Mosavel, 2005. "Community-based participatory research (CBPR) in South Africa: Engaging multiple constituents to shape the research question	o Reaction Response
6	2/25 and 2/27	Building Collaborative Relationships	*2/25* Work Day *By 2/27* o Hacker, 2013. "Defining the Community and Power Relationships" o Johnson, 2016. "The Role of the Researcher in Community-Based Qualitative Research"	*(A)* ***Group Project Proposal Due 2/26 at 12am MIDNIGHT***
7	3/3 and 3/5	CBPR Methods II	o Nykiforuk, 2011. "Photovoice as a method…" o Cohen et al, 2012. "Our Environment, Our Health" *Guest Speaker*	o Reaction Response

8	3/10 and 3/12	Participation and Power	o Levins Morales, 1998. "Certified Organic Intellectual" o Fleras, 2004. "'Researching Together Differently': Bridging the Research Paradigm Gap"	o Reaction Response
9	3/17 and 3/19	Modes of Participation	o Nemarundwe & Fortmann, 2008. "Rediscovering Participation: Reflections on the Mhondoro Tree Project" (in Fortmann) o LA Collaborative for Environmental Health and Justice, 2010. "Hidden Hazards"	o Reaction Response
10	3/24 and 3/26	Community perspectives on CBPR outcomes	o Hacker, 2013. "Translating Research to Practice: View from Community" *Guest Speaker*	(B) *Individual Project Progress Report Due 3/24 at 12am MIDNIGHT*
11		**<u>Spring Break</u>**		
12	4/7 and 4/9	Researcher perspectives on CBPR Outcomes	o Wallerstein et al., 2008. "What Predicts CBPR Outcomes" o Salimi et al., 2012. "Is CBPR Useful?"	o Reaction Response
13	4/14 and 4/16	Community and Social Change	o Johnson, 2016." Write up, Dissemination, and Transformation" o Speer et al., 2014. "Community organizing practices in a globalizing era"	o Reaction Response
14	4/21 and 4/23	Movement Building	o Bromage et al., 2015. "Organizing with Communities to Benefit Public Health" o Minkler et al., 2010. "Si se puede" *Guest Speaker*	o Reaction Response
15	4/28 and 4/30	Action Plans and Reporting Results	o Mertler, 2017. "Next Steps and Future Cycles:Developing an Action Plan" o Mertler, 2017. "Writing an Action Research Report.	o Reaction Response
16	5/5 and 5/7	*(C) In class Presentations*		
		(D)<u>Individual Research Findings Report due May 11th, 2019 at 12pm</u>		

Student Resources

University Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. They offer tutoring appointments, writing workshops, and online tutorials and services.
They have drop-in tutoring sessions in Clark Hall, Suite 126, and regularly scheduled tutoring sessions on the second floor in the MLK Library. Contact them at: 408-924-2308,writingcenter@sjsu.edu.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

MLA: https://owl.english.purdue.edu/owl/resource/747/01/
APA: https://owl.english.purdue.edu/owl/resource/560/01/
Chicago: https://owl.english.purdue.edu/owl/resource/717/01/

For more detailed information on academic integrity, the University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit http://www.indiana.edu/~wts/pamphlets.shtml for more information.

University Health and Healing Resources

Being a full time student, working, participating in extracurricular activities, providing support to our loved ones, can all take a pricey toll on our mental and physical health. Please take advantage of the many health and healing resources available at San Jose State University to foster your wellness.

- o SJSU Student Health Center: (408) 924-6122 or online through the SHCPatient Portal at https://shcpatient.sjsu.edu/login_directory.aspx.

- o SJSU Counseling and Psychological Services: (408) 924-5910 or at counseling.services@sjsu.edu. If you are experiencing a crisis, reach out to *The County Suicide & Crisis Line at (855) 278-4204 or the National Suicide Prevention Lifeline at (800) 273-8255, both are available toll-free, 24 hours a day, 7 days a week.*

Course Reading List

Bromage, B., Santilli, A., & Ickovics, J. R. (2015). Organizing With Communities to Benefit Public Health. *American Journal of Public Health*, 105(10), 1965–1966.

Brown, P., R. Morello-Frosch, J. G. Brody, R.G. Altman, R.A. Rudel, L. Senier, C. Pérez, and R. Simpson. (2011) "IRB Challenges in Community-Based Participatory Research on Human Exposure to Environmental Toxics: A Case Study." Brown, P., Morello-Frosch, R., & Zavestoski, S. (Eds.). *Contested illnesses: Citizens, science, and health social movements*. Univ of California Press.

Cohen, A., Lopez, A., Malloy, N., & Morello-Frosch, R. (2012). Our environment, our health: a community-based participatory environmental health survey in Richmond, California. *Health Education & Behavior*, *39*(2), 198-209.

Corburn, J. (2005). Street science: Characterizing local knowledge. *Street Science: Community Knowledge and Environmental Health Justice*, 47-77.

D'Alonzo, K. T. (2010). Getting started in CBPR: lessons in building community partnerships for new researchers. *Nursing inquiry*, *17*(4), 282-288.

Fine, M. (2017). "Critical Participatory Action Research and Knowledge Democracies: Lighting the Slow Fuse of the Research Imagination." *Just research in contentious times: Widening the methodological imagination*. Teachers College Press.

Fleras, A. (2004) 'Researching Together Differently': Bridging the Research Paradigm Gap," *Native Studies Review* 15.2, 117-129.

Hacker, K. (2013). *Community-based participatory research*. Sage publications.

Hurtado, A. (2003) "Theory in the Flesh: Toward an Endarkened Epistemology." *Qualitative Studies in Education* 16.2, pp. 215-225.

Irizarry, J. G., & Brown, T. M. (2014). Humanizing research in dehumanizing spaces: The challenges and opportunities of conducting participatory action research with youth in schools. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 63-80.

Johnson, L. R. (2016). *Community-based qualitative research: Approaches for education and the social sciences*. Sage Publications.

Members of the Association of CIALS Honduras. (2008.) Campesinos Cientificos: Farmworker Philosophies on Participatory Research." *Participatory research in conservation and rural livelihoods: doing science together*, (3).

Mertler, C. A. (2017). *Action research: Improving schools and empowering educators*. SAGE Publications, Incorporated

Minkler, M., Garcia, A. P., Williams, J., LoPresti, T., & Lilly, J. (2010). Si se puede: using participatory research to promote environmental justice in a Latino community in San Diego, California. *Journal of Urban Health*, *87*(5), 796-812.

Minkler, M. (2000). Using Participatory Action Research to build Healthy Communities. Public Health Reports, 115(2-3), 191.

Levins Morales, A. (1998). Certified Organic Intellectual: On Not Being Postmodern. *Medicine Stories: History, Culture and the Politics of Integrity*, 67-71.

Los Angeles Collaborative for Environmental Health and Justice. (2010). Hidden Hazards: A Call to Action for Healthy, Livable Communities.

Mosavel, M., Simon, C., Van Stade, D., & Buchbinder, M. (2005). Community-based participatory research (CBPR) in South Africa: engaging multiple constituents to shape the research question. *Social science & medicine*, *61*(12), 2577-2587.

Nemarundwe, N., & Fortmann, L. (2008). Rediscovering Participation: Reflections on the Mhondoro Tree Project. *Participatory research in conservation and rural livelihoods: doing science together*, (3).

Nykiforuk, C. I., Vallianatos, H., & Nieuwendyk, L. M. (2011). Photovoice as a method for revealing community perceptions of the built and social environment. *International Journal of Qualitative Methods*, *10*(2), 103-124.

Robbins, Paul. (2006) "Research is Theft: Environmental Inquiry in a Postcolonial World." *Approaches to Human Geography*. Ed. Stuart Aitken and GillValentine. Sage Publications, pp. 311-324.

Salimi, Y., Shahandeh, K., Malekafzali, H., Loori, N., Kheiltash, A., Jamshidi, E., ... & Majdzadeh, R. (2012). Is community-based participatory research (CBPR) useful? A systematic review on papers in a decade. *International journal of preventive medicine*, *3*(6), 386.

Speer, P. W., Tesdahl, E. A., & Ayers, J. F. (2014). Community organizing practices in a globalizing era: Building power for health equity at the community level. *Journal of health psychology*, *19*(1), 159-169.

Wallerstein, N., Oetzel, J., Duran, B., Tafoya, G., Belone, L., & Rae, R. (2008). What predicts outcomes in CBPR. *Community-based participatory research for health: From process to outcomes*, *2*.