FUNDING AND CONDUCTING COMMUNITY-BASED RESEARCH (ASR 206)

Professor Gregory Maney

Office: 205b Davison

Office hours: Tu 3-5pm; W 10-11; Th 10-12 or by appointment

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COURSE DESCRIPTION

Conducting research in cooperation with members of a defined community can present the applied researcher with both challenges and opportunities. These challenges and opportunities involve identifying key stakeholders and the dynamics between them, designing and conducting the research project in equitable collaboration with community partners, developing a resource base for carrying out research, effectively utilizing the research results, and assessing the consequences of the project. This course draws upon sociological theory and methods of research to explore these topics in depth.

COURSE GOALS

Develop your abilities to:

• Use research as a tool for empowering individuals (including yourself!), organizations, and communities

• Recognize both major obstacles to and opportunities for community-based research

• Translate this recognition into effective community-based research projects

• Work harmoniously and productively with community-based partners

• Identify creative ways to generate resources for research that strengthen communities in the process

• Critically evaluate community research, including community-based research

• Apply a range of theoretical and methodological approaches to community-based research

• Strengthen your writing, research, communications, organizing, facilitation, and group skills

REQUIREMENTS AND GRADING POLICY

Attendance Policy: Attend all classes. Regardless of the reasons for any failure to attend, three absences will result in one letter grade deduction. Five absences will result in two letter grade deductions. Seven absences will automatically result in a failing grade. Students must attend class during final exam week even if not presenting.

Academic Honesty: You must avoid plagiarism. You are required to view the following website: http://nutsandbolts.washcoll.edu/plagiarism.html. The website defines plagiarism, discusses the ethics of academic honesty, and offers ways to avoid plagiarizing other's ideas and works. Evidence of plagiarism in a written assignment or cheating on an exam will result in a failing grade for the quiz/assignment and possibly for the course.

Grading: As a research-oriented course, your research project accounts for most of your grade. Excellence on your project requires keeping up with assigned readings, actively participating in class, engaging regularly with your community partner, and conducting your research on a consistent basis. The research report and presentation will discuss the objectives of the research, the existing literature on your topic, the research process, the findings, and the uses of the findings. Weekly assignments will help you to develop your research report while also addressing other important facets of community-based research, including: the goals, resources, organizational capacities, and interpersonal relations of the community-based research partner; multiple stakeholders and the dynamics between them; key challenges, opportunities, and ethical issues; locating and applying for funding; and how the research project will be evaluated.

Grade Composition:

Weekly Research Assignments:	30%
Research Report:	30%
Research Presentation:	30%
Class participation:	10%

Required Course Texts

All required texts will be provided to you in either hard copy or electronic form.

COURSE SCHEDULE

Week 1 (Sept. 7th)   **Defining Communities and Community-Based Research**
Introduction to the course. Define communities and community-based research. Discuss selection of community partners for research projects.

Out-of-class assignments
Read the following **before** Sept. 14th :
Heron, John, and Peter Reason. 2001. "The Practice of Co-operative Inquiry: Research 'with' rather than 'on' people." Pp. 179-88 in *Handbook of Action Research: Participative Inquiry and Practice*, edited by P. Reason and H. Bradbury. Thousand Oaks, CA: Sage Publications.

Kelly, James G., L. Sean Azelton, Cecile Lardon, Lynne O. Mock, S. Darius Tandon, and Mamie Thomas. 2004. "On Community Leadership: Stories about Collaboration in Action Research." *American Journal of Community Psychology* 33(3-4): 205-16.

University of Utah. 2007. Guidelines for Community Based Research:
http://www.research.utah.edu/funding/pdf/Guide-CommBasedResearch.pdf

Research, Analysis, and Reflection Assignment: Generate a list of three potential community partners for an assigned area of research interest. In 2-3 pages (double-spaced, Times New Roman font, 1" margins), discuss how you went about identifying potential partners. Also discuss which organization/coalition/agency you believe is the most suitable partner. Lastly, envision the type of relationship that you would like to have with your community partner.

Additional Research and Engagement Assignment: TBA

Week 2 (September 14th)   **Identifying, Approaching, and Working with Community Partners**

Discuss how to identify a suitable community partner. Discuss ways to initiate a conversation about possible collaboration. Discuss major challenges and key guiding principles in working effectively with community partners.

Out-of-class assignments
Research, Engagement, and Reflection Assignment: Conduct research to identify, in greater detail, the goals, agenda priorities, resources, organizational capacities, and relations of your community partner. Meet with your community partner and formulate clear research objectives. In 2-3 pages, use the readings from Week 1 to reflect upon your initial discussions with your community partner.

Additional Research and Engagement Assignment: TBA

Read the following **before** Sept. 21st :
Granzow, Kara, and Nancy Theberge. 2009. "On the Line: Worker Democracy and the Struggle Over Occupational Health and Safety." *Qualitative Health Research* 19(1): 82-93.

Fisher, Adrian T., and Christopher C. Sonn. 2007. "Power in community psychology research and practice." *Journal of Community & Applied Social Psychology* 17(4):255-7."

Week 3 (Sept. 21st)   Understanding Interpersonal, Organizational, and Community Dynamics

Discuss micro, meso, and macro-level dynamics that present challenges to and opportunities for CBR.

Out-of-class assignments
Read the following **before** Oct. 5th

Analysis Assignment: In 2-3 pages, based upon a framework provided in the readings and/or class, analyze inter-personal dynamics within your community partner as well as dynamics among stakeholders. Be sure to discuss the implications of both of these dynamics for your (plural) research project.

Research and Engagement Assignment: TBA

Week 4 (Oct. 5th)   Legal Research in the Community: Guest Lecture by Professor Stefan Krieger

Out-of-class assignments
Read the following **before** Oct. 12th
Stoeker, Randy 2002 "Practices and Challenges of Community-Based Research." *Journal of Public Affairs*
        6: 219-40.

Walsh, Christine A.; Hewson, Jennifer; Shier, Michael; Morales, Edwin. 2008. "Unraveling Ethics: Reflections from
        a Community-Based Participatory Research Project with Youth." *Qualitative Report* 13(3):379-93.

Research and Engagement Assignment: TBA

Week 5 (Oct. 12th)   Approaches to Community-Based Research: Overview and Key Issues

Introduce prominent approaches to community-based research, noting their similarities and differences. Discuss challenges and ethical dilemmas associated with CBR.

Out-of-class assignments
Reflection and Analysis Assignment: In 2-3 pages, present what you see as the major challenges and ethical dilemmas involved with your (pl.) research project. Discuss how these challenges and dilemmas will be addressed.

Research and Engagement Assignment: TBA

Read the following **before** Oct. 19th:
Bargal, David. 2008. "Action Research: A Paradigm for Achieving Social Change." *Small Group Research*
        39(1):17-27.

Haluza-DeLay, Randolph. 2003. "When the Topic Is Racism: Research and Advocacy with a Community
        Coalition." *Social Justice* 30(4): 77-90.

Balcazar, Fabricio E., Edurne Garcia-Iriarte, and Yolanda Suarez-Balcazar. 2009. "Participatory Action Research
        With Colombian Immigrants." *Hispanic Journal of Behavioral Sciences* 31(1):112-27.

Week 6 (Oct. 19th)   Consciousness Raising, Organizing, and Action

Discuss participatory action approaches to community-based research, including assumptions, practices, applications, and possible consequences.

Out-of-class assignments
Read the following **before** Oct. 26th:

Norsworthy, Kathryn L., and Ouypom Khuankaew. 2008. "A New View from Women of Thailand about Gender, Sexuality, and HIV/AIDS." *Feminism & Psychology* 18(4): 527-36.

Lorenzo, Theresa. 2003. "No African Renaissance without Disabled Women: A Communal Approach to Human Development in Cape Town South Africa." *Disability & Society* 18(6): 759-78.

Dodson, Lisa, Deborah Piatelli, and Leah Schmalzbauer. 2007. "Researching Inequality Through Interpretive Collaborations: Shifting Power and the Unspoken Contract." *Qualitative Inquiry* 13(6): 821-843.

Analysis and Reflection Assignment: In 2-3 pages, discuss how the approaches discussed in the reading could be used with your community partner. Be sure to consider the feasibility, challenges, opportunities, benefits, and drawbacks (including ethical dilemmas) of applying the approach in your specific scenario.

Research and Engagement Assignment: TBA

Week 7 (Oct. 26th)   Feminist Participatory Action Research

Discuss feminist approaches to community-based research, including assumptions, practices, applications, and possible consequences. Discuss specific research projects.

Out-of-class assignments
Analysis and Reflection Assignment: In 2-3 pages, discuss how a feminist approach could be used with your community partner. Be sure to consider the feasibility, challenges, opportunities, benefits, and drawbacks (including ethical dilemmas) of applying the approach in your specific scenario.

Research and Engagement Assignment: TBA

Read the following **before** Nov. 2nd:

Lionel J. Beaulieu. "Mapping the Assets of Your Community: A Key Component for Local Capacity Building." Available online: http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf

Community Building Resources. *Community Capacity Building & Asset Mapping: Revised Model Summary* Available online: www.cbr-aimhigh.com/main/ccbam_model_summary.htm

Week 8 (Nov. 2nd)   **Strengths-based Approaches**

Discuss strengths-based approaches to community-based research, including assumptions, practices, applications, and possible consequences.

Out-of-class assignments
Analysis and Reflection Assignment: In 2-3 pages, discuss how a strengths-based approach could be used with your community partner. Be sure to consider the feasibility, challenges, opportunities, benefits, and drawbacks (including ethical dilemmas) of applying the approach in your specific scenario.

Research and Engagement Assignment: TBA

Read the following **before** Nov. 9th:
Plumb, Marj, Walter Price, and Marion Kavanaugh-Lynch. 2004. "Funding community-based participatory research: lessons learned." *Journal of Interprofessional Care* 18(4): 428-39.

Seifer, Sarena. 2005. "Tips & Strategies for Developing Strong Community-Based Participatory Research Proposals" http://depts.washington.edu/ccph/pdf_files/cbpr-reviewf.pdf

Week 9 (Nov. 9th)   **Locating Funding Opportunities and Developing a Strong Proposal**

Discuss ways of locating funding for community-based research, including the pros and cons of external funding. Present the core components of a strong funding proposal and the process for developing such a proposal.

Out-of-class assignments
Read the following **before** Nov. 16th:
Pinto, Rogerio M., Mary M. McKay, and Celeste Escobar. 2008. "'You've Gotta Know the Community': Minority Women Make Recommendations about Community-Focused Health Research." *Women & Health* 47(1):83-104.

Arnold, Jennifer S.; Fernandez-Gimenez, Maria. 2007. "Building Social Capital Through Participatory Research: An Analysis of Collaboration on Tohono O'odham Tribal Rangelands in Arizona." *Society and Natural Resources* 20(6): 481-95.

Research and Grant Writing Assignment: Identify potential sources of funding for your (pl.) community-based research project. Be sure to note how you located the sources. Present a 2-3 page outline of a funding proposal.

Additional Research and Engagement Assignment: TBA

Week 10 (Nov. 16th)   **Evaluating Research**

Discuss the differences between community-based participatory research (CBPR) and other approaches to community research.

Out-of-class assignments
Analysis and Reflection Assignment: In 2-3 pages, evaluate your research project.

Week 11 (Nov. 23rd)   **Workshop**

Reflect on research experiences. If necessary, engage in brainstorming session to address questions regarding the research report.

<u>Out-of-class assignments</u>
Writing and Engagement Assignment: Weave together the various components of your weekly assignments into a coherent draft of your research report (see handout for further details). Send a copy of the draft to your community partner for feedback.

Week 12 (Nov. 30th) **Feedback on Research Paper Drafts**

Discuss research report drafts.

<u>Out-of-class assignments</u>: Finalize your research report.

Week 13 (Dec. 7th) **Research Papers Due**

Discuss opportunities to conduct community-based research; the transferability of acquired knowledge and skills; and details on research presentations

Out-of-class assignments: Prepare your research presentation (see handout for further details)

Week 14 (Dec. 14th) **Research Presentations**

Enjoy the Winter Holidays!