**DISCLAIMER: This is a new course. This syllabus is 90% completed, though there may be tweaks to readings and assignments before the ﬁrst class.**



PADM-GP 2184

Community-based Participatory Action Research Spring 2024

**Faculty Information** Professor Judy Pryor-Ramirez Email: jpramirez@nyu.edu Ofﬁce hours: TBD

# Course Information

Tuesday, 4:55 - 6:35pm

Location: 70 Washington Sq S (Bobst) Room LL143 Loc: Washington Square

# Description

This is an introductory course for students who want to better understand theories, principles, and methods of community-based participatory action research (CBPAR) done with communities and community partners. CBPAR is a means for community planning and organizing to address local issues and social needs that center individuals and communities directly impacted. This course focuses on how researchers and community members collaborate to conduct research that leads to community change and the improvement of community-identiﬁed needs, as well as scholarly debates and practical and methodological issues in applying CBPAR.

# Course Design & Pedagogy

The course will combine conceptual and experiential approaches to exploring CBPAR as a research approach and practice for participatory policymaking. Readings will introduce key concepts and useful ways of thinking about a given week’s topic. In-class discussions, assignments, guest lectures, and group projects will provide opportunities to analyze traditions and concepts to practice interpretation and sensemaking skills. The written assignments require students to clarify their thinking and articulate their practice using analytical and communication skills.

# Learning Objectives

By the end of this class, students will be able to:

1. Describe the core principles and traditions of this research approach to consider its uses as a strategy to address social justice, policy or systems change issues
2. Evaluate the possibilities and assess the ethics, and challenges of forming, maintaining, and sustaining partnerships with communities with attention to power dynamics
3. Demonstrate team building, negotiation, and conﬂict management skills by working on a simulated CBPAR project
4. Develop strategies to motivate others for collaborative problem-solving, decision-making, and evaluation working across lines of power and positionality

# Course Schedule

## Unit 1: What are Participatory Research Approaches?

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Perspective** |
| 1/23 | Intro to participatory research approaches | Critical Participatory Action Research as Public Science by Torre, et al.Inquietudes - On Being Uneasy by Moreno Vega | Race |
| 1/30 | Historical Traditions of Participatory Action Research (PAR) | Action Research and Minority Problems by LewinImagining Latin American Social Science from the Global South: Orlando Fals Borda and Participatory Action Research by Lomeli, et al. | Global |
| 2/6 | Contemporary Critical PAR | Introduction in Decolonizing Methodologies by Tiluewi SmithEnvisioning Participatory Action Research Entremundos by Torre and Ayala*Critical Essay #1 Due* | Ethnicity & gender |

## Unit 2: What does CBPAR make possible?

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Perspective** |
| 2/13 | CBPAR and Research Design Possibilities | Designing Research to Dismantle Oppression: Utilizing Critical Narrative Analysis & Critical Participatory Action Research in Research on Mothering and Work and Beyond by DillardDecolonising CBPAR: Applying Arts-based Methods to Transformative Learning Spaces by Melro and Ballentyne | Gender (women focus) |
| 2/20 | CBPAR and Policy Possibilities | CBPR: Strategy for Building Healthy Communities and Promoting Health through Policy Change (p. 1-30) by Policy LinkResearch, organizing and policy change: Methods and lessons on the path from participatory action research to a right to counsel in New York City by Kasden | Socioeconomic class |
| 2/27 | CBPAR and the Possibilities of Power Relations | Making Power Explicit by Littman, et al.PAR as Fanonian Medicine for the People by Lopez | Race, ethnicity, & socioeconomic class |

## Unit 3: What are the challenges and drawbacks of CBPAR?

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Perspective** |
| 3/5 | Ethics of CBPAR | A Guide to Ethical Principles and Practice by the Durham University’s Centre for Social Justice and Community ActionReciprocity: An Ethic of CBPAR by Maiter, et al. | Ethics |
| 3/12 | Challenges of CBPAR Part I | Practical, Epistemological, and Ethical Challenges of PAR by Lake and WendlandTraversing Rough Terrain: Methodological Challenges by Gilbert | Ethics |
|  |  | *SPRING BREAK – NO CLASS* |  |
| 3/26 | Challenges of CBPAR Part II | Don't Leave Us Out: Disability Inclusive Participatory Research – Why and How? by Wickenden and Lopez-FrancoDoing Participatory Action Research in a Racist World by Varcoe*Critical Essay #2 Due* | Disability & race |

## Unit 4: What can we learn from CBPAR case studies?

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Perspective** |
| 4/2 | Case Study 1: Criminal JusticeFinal Project Simulation Day 1 - Planning the Research | On PAR with the Yard: Participatory Action Research to Advance Knowledge in Corrections by Haverkate, et al. | Gender (men focus) |
| 4/9 | Case Study 2: LGBTQ Foster YouthFinal Project Simulation Day 2 - Conducting the Research | ‘Because We’re Fighting to Be Ourselves:’Voices from Former Foster Youth who are Transgender and Gender Expansive by Mountz, et al. | Gender (transgender focus) sexuality & socioeconomic class |
| 4/16 | Case Study 3: Big DataFinal Project Simulation Day 3 - Analyzing the Research and Designing the Intervention Part I | The Moving Mapper: Participatory Action Research with Big Data by Daeep, et al. | Socioeconomic class |
| 4/23 | Final Project Simulation Day 4 - Designing the Intervention Part II | No readings dueConstituent-based feedback meetings with the professor to discuss in-class presentations |  |
| 4/30 | Final Project Simulation Day 5 - Disseminating the Research Findings/Intervention | No readings due*Final Project Presentation and Discussion* |  |
| 5/7 |  | *FINAL EXAM WEEK -*  |  |

**Assignments**

*Critical Essays*

To think more deeply about the grounding concepts of social transformation, you will write two Critical Response Essays to deepen your understanding. You will explore what the texts mean in the context of social transformation and how the texts help or do not help you understand the broader aims of this course.

*Essay 1: CBPAR Traditions*

Compare and contrast the CBPAR traditions we have learned. How are they similar? How do they diverge? What makes them uniquely northern, southern, or critical? Then select a tradition you would like to explore further. Describe the aspects of the tradition that most resonate with you and explore how you might use this tradition for your ﬁnal project. (2 pages single-spaced) Due Date: After class session #3 and before class session #4.

*Essay 2: CBPAR Possibilities, Ethics, and Challenges*

Select at least one possibility and at least one ethical issue or challenge we have discussed this semester. Describe with detail and citations from the course readings what the

possibility and ethical issues/challenges are. Then interpret how you understand their relevance to your growing understanding of CBPAR and your ﬁnal project. (2 pages single-spaced)

*In-Class Facilitation*

Each week during Units 2 and 3, dyads or triads of students will facilitate a class discussion on the given week’s course readings. Pairs will have 30 minutes to facilitate a discussion on the assigned course readings. The facilitation should not be a lecture or summary of the readings but instead an opportunity to engage the class in an activity, exercise, or learning experience to deepen our understanding of the week’s topic and ideas from the readings.

*Final Group Project - TBA*

The class will conduct a simulated CBPAR project. Students will be assigned roles as various members of a ﬁctitious community (faculty principal investigators, student researchers, community researchers, nonproﬁt leaders, government ofﬁcials, faith-based leaders, etc.) Students will move through various stages of the CBPAR process cycle during Unit 4 from identifying the issue to planning and executing the research to designing an action/intervention and ﬁnally disseminating the action/intervention. On the last day of class, students will present their CBPAR project’s simulated ﬁndings and action/intervention to a panel of real-life CBPAR practitioners for evaluation and constructive feedback.

*Final Reﬂection Essay*

Given the readings, in-class discussions, and group ﬁnal project, write a 1 page single-space reﬂection essay on the lessons you are taking away from the course. Prompts will be provided to guide the reﬂection.

**Grading Scale**

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| --- | --- |
| **Graded Course Elements** | **Percent of Final Grade** |
| Weekly attendance and active in-class participation | 10% |
| Critical Response Essay #1 | 20% |
| Critical Response Essay #2 | 20% |
| In-Class Facilitation | 10% |
| Final Project | 30% |
| Final Reﬂection Essay | 10% |