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**PADM-GP 2184**

**Community-based Participatory Action Research**

**Spring 2024**

# Faculty Information

Professor Judy Pryor-Ramirez (“Professor J”)

Email: [jpramirez@nyu.edu](mailto:jpramirez@nyu.edu)

Student Office hours: By appointment only

# Course Information

Tuesdays, 4:55 - 6:35pm

Location: 194 Mercer Street, Room 307

# 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 valuable 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 Material

* Brightspace Page: You will find the course syllabus, assignments, readings, and slides.
* Course Material: To keep costs down, I am providing you with all the readings that copyrights allow me to post in Brightspace.

# Course Schedule

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| --- | --- | --- |
| **Date** | **Topic** | **Readings** |
| **Unit 1: What are Participatory Research Approaches?** | | |
| 1/23 | Intro to Participatory Research Approaches | [Critical Participatory Action Research as Public Science](https://drive.google.com/file/d/1k-HdxFEpfjqT8S1NQdLMhKc8VErAhh7q/view?usp=share_link) by Torre, et al.  [Inquietudes - On Being Uneasy](https://public.imaginingamerica.org/blog/article/inquietudes-on-being-uneasy/) by Moreno Vega |
| 1/30 | Historical Traditions of Participatory Action Research (PAR) | [Action Research and Minority Problems](https://drive.google.com/file/d/189wysKDuFh5jsirQnP6vhHK1GofEnVHg/view?usp=share_link) by Lewin  [Imagining Latin American Social Science from the Global South: Orlando Fals Borda and Participatory Action Research](https://drive.google.com/file/d/1ZmgBtod3LB2ruk9kfVnn5fjCLF2wFsa3/view?usp=share_link) by Lomeli, et al. |
| 2/6 | Contemporary Critical PAR | [Introduction in Decolonizing Methodologies](https://drive.google.com/file/d/1KOyLcjfhGKszalvvN53IOBFnlj3qZL5S/view?usp=sharing) by Tuhiwai Smith    [Envisioning Participatory Action Research Entremundos](https://drive.google.com/file/d/18an3LKzFtxnxps0LID81gA2kACxOJF-a/view?usp=share_link) by Torre and Ayala |
| **Unit 2: What does CBPAR make possible?** | | |
| 2/13 | CBPAR and Research Design Possibilities  \*Guest discussant: Gabrielle Bendiner-Viani, Ph.D.\* | [Designing Research to Dismantle Oppression: Utilizing Critical Narrative Analysis & Critical Participatory Action Research in Research on Mothering and Work and Beyond](https://drive.google.com/file/d/1q7a5R7ExBH_T1TSxQulUNJ792Dk6uy7d/view?usp=share_link) by Dillard  [PhotoKwento: Co-constructing Women’s Narratives of Disaster Recovery](https://drive.google.com/file/d/1SrpOmHrV2AD5Ho2ZfY5vkMGDmmeQqwUC/view?usp=sharing) by Cañete  Skim: [Chapter 4 in Contested City: Art and Public History as Mediation at New York's Seward Park Urban Renewal Area](https://drive.google.com/file/d/1RinN0R3cNne1uMKOMJysTElL7euiFBKj/view?usp=drive_link) by Bendiner-Viani |
| 2/20 | CBPAR and Policy Possibilities  *\*Class on Zoom\** | [CBPR: Strategy for Building Healthy Communities and Promoting Health through Policy Change](https://www.policylink.org/sites/default/files/CBPR.pdf) (p. 1-30) by Policy Link  [Research, organizing and policy change: Methods and lessons on the path from participatory action research to a right to counsel in New York City](https://drive.google.com/file/d/1nbKg7EQtjWlWRuYS2mb1sUQqq8w4ZH_4/view?usp=share_link) by Kasden |
| 2/27 | CBPAR and the Possibilities of Power Relations | [Making Power Explicit](https://drive.google.com/file/d/1SRsV77ADi3Tf2VABU7bOToW6UrmpbSHJ/view?usp=share_link) by Littman, et al.  [Why Am I Always Being Researched?](https://drive.google.com/file/d/1LnB0MWT9B5L2PcD6BkUMuMSEkRxKGRNA/view?usp=sharing) by Chicago Beyond (only pgs 6-28)  *Critical Response Essay #1 Due* |
| **Unit 3: What are the challenges and drawbacks of CBPAR?** | | |
| 3/5 | Ethics of CBPAR | [A Guide to Ethical Principles and Practice](https://drive.google.com/file/d/1XMUUktBrFv3QLnF7XSW7uYiM2gCbl2yq/view?usp=sharing) by the Durham University’s Centre for Social Justice and Community Action  [Reciprocity: An Ethic of CBPAR](https://drive.google.com/file/d/1juUGYUHoFCN88cDmvd6Hf3JQ022ppNK0/view?usp=sharing) by Maiter, et al. |
| 3/12 | Challenges of CBPAR Part I | [Practical, Epistemological, and Ethical Challenges of PAR](https://drive.google.com/file/d/1rkpdUtvbTZhYPyi7VK5Wko6WLmt2TzdH/view?usp=share_link) by Lake and Wendland  [Traversing Rough Terrain: Methodological Challenges](https://drive.google.com/file/d/1cv_wCwXNgtPFKFkbAf4Ol340jA-RsiPk/view?usp=share_link) by Gilbert |
| 3/19 | ***Spring Break - no class*** | |
| 3/26 | Challenges of CBPAR Part II | [Don't Leave Us Out: Disability Inclusive Participatory Research – Why and How?](https://drive.google.com/file/d/12lBmIo2UMIvLw53_pFkRohFwYC8sM0om/view?usp=share_link) by Wickenden and Lopez-Franco  [Doing Participatory Action Research in a Racist World](https://drive.google.com/file/d/1uZM4YJD7CU4cu4LSOTHXPKhrgxwXu30S/view?usp=share_link) by Varcoe  *Critical Response Essay #2 Due* |
| **Unit 4: How can we practice CBPAR?** | | |
| 4/2 | Final Project Simulation Day 1 - Planning and Designing the Research | [Research for Organizing Toolkit](https://drive.google.com/file/d/1JEe2OLLg2PzYh6si6fs2PDSQLCRBTUGJ/view?usp=sharing) by Urban Justice Center  **Deliverable: Research Design Brief due by 4/9, 12pm ET** |
| 4/9 | Final Project Simulation Day 2 - Conducting the Research | [Why Am I Always Being Researched?](https://drive.google.com/file/d/1LnB0MWT9B5L2PcD6BkUMuMSEkRxKGRNA/view?usp=sharing) by Chicago Beyond  **Deliverable: Evidence of Data Collection due by 4/16, 12pm ET** |
| 4/16 | Final Project Simulation Day 3 -  Analyzing the Research | [Child- And Youth-Friendly Participatory Action Research Toolkit](https://drive.google.com/file/d/1immLXfHjrYQFeXZw0KvwIffr5XeVfmrP/view?usp=sharing) by ChildFund International  **Deliverable: Prelim Data Analysis Memo due by 4/23, 12pm ET** |
| 4/23 | Final Project Simulation Day 4 -  Designing the Intervention | [Designing Community Interventions](https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start) by Center for Community Health and Development  **Deliverable: Draft Memo with study results and preliminary intervention design due by 4/30, 12pm ET** |
| 4/30 | Final Project Simulation Day 5 - Disseminating the Research and Intervention Design | [Dissemination as Dialogue](http://dx.doi.org/10.5888/pcd13.150473) by the CDC  **Final Deliverable: Slide Deck, up to 30-minute presentation + submission of Final Research Brief**  *A panel of judges will join the class to provide feedback* |
| 5/7 | *Finals Exam Week* | |

# Assignments *(see syllabus and Brightspace for due dates)*

## Critical Response Essays

To think more deeply about the conceptual frameworks and methodological possibilities, you will write two Critical Response Essays to deepen your understanding. You will explore what the texts mean in the context of CBPAR projects and how the texts help or do not help you understand the broader aims of this course.

### Essay 1: Intellectual Traditions and Geneology

Reflexivity is about acknowledging your role in the research. As a CBPAR researcher, you are part of the research process, and your prior experiences, assumptions, and beliefs will influence the research process. In this essay, I want you to respond to four areas related to your intellectual traditions and genealogy. Think about this assignment as an articulation of your intellectual family tree. See the [assignment sheet](https://docs.google.com/document/d/1RiovHIPwcVh3RACplDwmJAV94n_Z2viQrLEZEdV7rsA/edit?usp=sharing) for instructions.

### 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. Consider the readings as well as the participatory methods we practice in class. 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 the final project. (2 pages single-spaced)

## In-Class Facilitation

Each week during Units 2 and 3, dyads or triads of students will facilitate the class to try out a participatory method. The method of facilitation should be between 30 and 45 minutes. The small groups will be assigned a method to explore and experiment with. More detailed instructions will be provided as we approach Unit 2.

## Final Project: CBPAR Simulation

The class will conduct a simulated CBPAR project. Students will move through various stages of the CBPAR process 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 CBPAR practitioners for evaluation and constructive feedback. More detailed instructions will be provided as we approach Unit 4.

## Final Reflection Artifact

Reflect on the course keywords/phrases/readings. Then, submit a reflection artifact. More detailed instructions will be provided as we approach Unit 4.

# Assignments and Deadlines

There are (3) kinds of assignments in this course: Unit 1 and Unit 2 assessments, a Teaching & Learning facilitation, and a Final Group Project. All readings, assignments, and preparation for class must be completed before the start of class, as noted in the schedule. You will find full descriptions of the assignments on Brightspace.

## Quick Overview of Deadlines

|  |  |
| --- | --- |
| **Major Assignments** | **Due Date** |
| Critical Response Essay #1 | 2/27, 4pm EDT |
| Critical Response Essay #2 | 3/26, 4pm EDT |
| In-Class Facilitation | Dates will vary by pairs - see Brightspace |
| Final Project | 4/30, 12pm EDT |
| Final Reflection Artifact | 5/7, 6:30pm EDT |

# Grading Scale

|  |  |
| --- | --- |
| **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 Artifact | 10% |

# In-Class Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our colleagues’ thinking. Active engagement with course ideas is essential.

# Statement of Academic Integrity

All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

# ChatGPT Guidance

The [policies of Wagner](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html) require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don’t, this violates the school’s norms, and you will be held to the guidance outlined in [Wagner’s Academic Integrity Policy](https://wagner.nyu.edu/portal/students/policies/code#sec-B1) .

# Professor J’s Classroom Policies

* *Attendance and Punctuality:* You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean’s Office.
* *Changes to readings/assignments:* This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
* *Late assignments:* Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
* *Revise & Resubmit:* Towards the goal of continuous improvement, I welcome revised and re-submitted (R&R) assignments for re-grading. This must be arranged with me to finalize a revised deadline. Late assignments are not eligible for “revise and resubmit” consideration. You can exercise this policy only once per semester. Choose your R&R assignment carefully!
* *Eating & Drinking:* Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)
* *Tech in Class:* Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please email me at least one week prior to the next class if you should be absent for a religious holiday.

# Wagner Writing Center

The Wagner Writing Center offers writing support through tutors, workshops, and a writing series. Visit them at: [https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center)

# NYU Writing Center

NYU’s general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system. Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to NYU Writing Center's website: <https://www.nyu.edu/students/academic-services/writing-center.html>

# Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page: <https://guides.nyu.edu/subject_nonprofit>. If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](http://guides.nyu.edu/c.php?g=276562&p=1844731) or [Ask a librarian](https://library.nyu.edu/ask/). For this class, use the [APA style](https://apastyle.apa.org/) of citation.

# Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html), call 212- 998-4980, or email [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu) for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

# Land Acknowledgement

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor’s past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. *(Adapted from Bard College)*

# Justice, Equity, Diversity and Inclusion Statement

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. *(Adapted from Bard College)*

*“When everyone in the classroom, teacher and students, recognizes that they are*

*responsible for creating a learning community together, learning is at its most meaningful and useful.”*

*– bell hooks, Ph.D. (1952-2021)*