

Rackham 570: Community-Based Research
 Fall Term 1998 Mondays, 12-2 PM
 West Study Hall Alcove (2nd level), Rackham

Instructors:

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Interest in ways in which scholars and citizens can collaborate in efforts to improve our society is growing. This interest has contributed to the development of courses and programs here at Michigan and nationwide that link universities and communities in collaborative partnerships. This interdisciplinary seminar focuses on one aspect of this collaboration -- community-based research -- to explore ways in which faculty and students can work effectively with constituencies in geographic communities, communities of interest, and organizations. This seminar is designed to support the development of new ideas, to identify cross-cutting issues for community collaborations, and to contribute to the development of research skills in this area for students and faculty alike.

Purpose of the Seminar:

The involvement of community members in research and scholarship has emerged in a variety of fields independently. Although each field may represent different traditions and methods for community collaboration, there are questions and issues that are common across fields.

This seminar will attempt to address the major issues and methods involved in conducting community-based research across different disciplines. It provides the opportunity for graduate students and faculty from several schools and departments to come together to share perspectives, develop new skills and explore how they can apply

this learning to community-based projects. The seminar is structured to begin to meet the following goals:

- To prepare graduate students and faculty for research, scholarship and teaching that are responsive to community needs;
- To provide an arena where people interested in this approach can bond, share and enrich each other;
- To enable graduate students and faculty members to meet together and build the necessary skills and support for community-based work;
- To increase interaction of students and faculty from different units in scholarly exchange on issues of community-based research that go beyond the domain of any one discipline;
- To strengthen the diversity of research and scholarly paradigms at the university;
- To encourage the development of community/university partnerships in the development of knowledge; and
- To use interdisciplinary interaction to develop, strengthen and broaden our understanding of community-responsive scholarship.

Course Structure:

This faculty/student seminar is a partnership of faculty facilitators representing different schools, departments, and research methods. In addition to the four faculty instructors, faculty from other units will be invited to participate and share their work. In this way the seminar brings together and draws upon the knowledge of faculty in a wide range of units. Students will also be encouraged to share and reflect on their experiences. This participatory and interdisciplinary process also creates a mechanism for developing our knowledge of such methods.

The course is organized around units or modules that represent themes central to the conceptualization and practice of community-based research. These themes reflect contrasting and sometimes conflicting ways of thinking about scholarship, collaboration and research methodology. The focus of the seminar is around dialogue across and between disciplines about how these themes can be translated into the creation of community-responsive research. Central themes include the following:

- What are the approaches to community-based research? How does community-based research differ from other approaches in defining the problems, gathering information and using the results?
- How do scholars and community members collaborate in the process of knowledge development? What are the methods and steps in the process? What issues or problems arise from this type of work?
- How can community-based research be an empowering process for scholars and communities? What difference does it make and for whom?

- How is community-based research perceived by the University and its departments? How do scholars negotiate the conflicts and stresses inherent in this type of work?
- How have different academic researchers approached community-based research? How have these different traditions contributed to the development of knowledge?

Each of these modules is covered over a period of weeks. Themes incorporate perspectives from different fields. Exploration of each theme will include lecture, group exercises and class discussions focused on comparing, contrasting, and integrating the issues raised by the presenters and readings that represent different disciplines and voices. Because the seminar is two hours in length, outside activities and assignments will also be required.

Course Expectations:

Regular attendance and active participation are expected. Lack thereof will result in grade reduction. (20%)

Papers:

- Critique a paper or case description (provided by instructors) of community-based research. Analyze the kind of community-based research being described. In what ways does this case represent effective research? In what ways does it fall short? How could this project have been strengthened? How does it reflect the models for community-based research we have discussed in class? Due October 26, 1998 (40%)
- Apply community-based methods to research on a topic or issue of concern. In this paper, discuss how you are defining community and how this articulates with the issue. Define the roles for the researcher and community members and how they can work together. How would you structure this research in order to work in a collaborative way? How would you design this project to maximize participation? Due December 11, 1998 (40%)

Readings:

A monograph and a set of readings are required for the course. The monograph will be available on reserve at the Undergraduate Library and as part of the coursepack at Accu-Copy. An \$8.00 donation should be sent to the Loka Institute (at the address listed on the inside cover) upon receipt. The readings will be on reserve at the Undergrad Library and also available for purchase at Accu-Copy on East Liberty.

Course Outline

Module I: Introduction and Background

Session 1: September 14. Introduction to the Class and Each Other

No readings

Session 2: September 21. Epistemological/Historical Frames

Ansley F. and Gaventa J. 1997. 'Researching for Democracy and Democratizing Research.' Change. January/February.

Burrell G. and Morgan G. 1979. 'Assumptions About the Nature of Science.' in G. Burrell and G. Morgan (eds) Sociological Paradigms and Organisational Analysis: Elements of the Sociology of Corporate Life. London: Heinemann.

Carulli Rabinowitz V. and Weseen S. 1997. 'Elu(ci)d(at)ing Epistemological Impasses: Re-Viewing the Qualitative/Quantitative Debates in Psychology.' Journal of Social Issues. 53(4):605-630.

Collins, P.H. 1991. 'Toward an Afrocentric Feminist Epistemology' in P.H. Collins (ed) Black Feminist Thought. New York, NY: Routledge, Chapman and Hall.

Session 3: September 28. Different Approaches to Collaborative Research - Definitions and Principles

Brown, L.D. and Tandon R. 1983. 'Ideology and Political Economy in Inquiry: Action Research and Participatory Research.' The Journal of Applied Behavioral Science. 19(3):277-294.

Sanford, N. 1970. 'Whatever Happened to Action Research?' Journal of Social Issues. 26(4):3-23

Fals-Borda, O. 1991 'Remaking Knowledge' in O. Fals-Borda and M.A. Rahman (Eds.) Action and Knowledge: Breaking the Monopoly With Participatory Action Research. New York, NY: Apex Press.

Israel, B.A., Schulz, A.J., Parker, E.A., Becker, A.B. 1998. 'Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health.' Annual Review of Public Health. 19:173-202.

Maguire, P. 1987. 'Toward a Feminist Participatory Research Framework: Challenging the Patriarchy.' in P. Maguire, Doing Participatory Research: A Feminist Approach. Amherst, MA: University of Massachusetts.

Singer, M. 1993. 'Knowledge for Use: Anthropology and Community-Centered Substance Abuse Research' Social Science Medicine 37(1):15-25.

Module II: Understanding and Working with 'Communities'

Session 4: October 5. Communities and Issues of Interest

Faires, N. (1996) 'What is a Community? Taking Documentary Photographs of Urban Americans into the Middle School Classroom' OAH Magazine of History. Summer:73-77.

Glynn, T.J. (1986) 'Neighborhood and Sense of Community.' Journal of Community Psychology. 14(4):341-352.

Hawe, P. (1994) 'Capturing the Meaning of "Community" in Community Intervention Evaluation: Some Contributions From Community Psychology' Health Promotion International. 9(3):199-210.

McMillan, D.W. and Chavis, D.M. (1986) 'Sense of Community: A Definition and Theory.' Journal of Community Psychology. 14(1):6-23.

Pantoja, A. & Perry, W. (1992). 'Community Development and Restoration: A Perspective.' In F. Rivera & J. Erlich (Eds). Community Organizing in a Diverse Society. Boston: Allyn & Bacon.

Saleebey, D. (1997). 'Constructing the Community: The Emergent Uses of Social Constructionism in Economically Distressed Communities.' in C. Franklin & P. Nurius (Eds). Constructivism in Practice: Methods and Challenges. Milwaukee, WI: Families International.

Session 5: October 12. Developing and Maintaining Collaborative Partnerships

Hatch, J., Moss, N., Saran, A., Presley-Cantrell, L., Mallory, C. 1993. 'Community Research: Partnership in Black Communities' American Journal of Preventive Medicine. 9 supp.(6):27-31.

Israel, B.A., Schurman, S.J., Hugentobler, M.K. 1992. 'Conducting Action Research: Relationships Between Organization Members and Researchers' Journal of Applied Behavioral Science. 28(1):74-101.

Nyden, P. and Wievel, W. (1992). 'Collaborative Research: Harnessing the Tensions Between Researcher and Practitioner.' The American Sociologist. Winter:43-55.

Burgess, L. (1990) 'A Block Association President's Perspective on Citizen Participation and Research.' American Journal of Community Psychology. 18(1):159-161.

Kaye, G. "A Community Organizer's Perspective on Citizen Participation Research and the Researcher-Practitioner Partnership." American Journal of Community Psychology. 18(1):151-157

Reardon, K. 1998. "Enhancing the Capacity of Community-Based Organizations in East St. Louis." Journal of Planning Education and Research. 17(4):

Module III: Gathering and Interpreting Data

Session 6: October 19. Data Gathering Methods

Chataway, C.J. 1997. "An Examination of the Constraints on Mutual Inquiry in a Participatory Action Research Project." Journal of Social Issues. 53(4):747-765.

Schulz, A.J., Parker, E.A., Israel, B.A., Becker, A.B., Maciak, B.J., Hollis, R. 1998. "Conducting a Participatory Community-Based Survey for a Community Health Intervention on Detroit's East Side." Journal of Public Health Management and Practice. 4(2):10-24.

Session 7: October 26. Interpreting Data Together

First Paper Due

East Side Village Health Worker Partnership, 1997. Results of the 1996 Survey.

Schulz, A.J., Israel, B.A., Becker, A.B., Hollis, R.M. 1997. "It's a 24-Hour Thing: A Living-for-Each-Other Concept: Identity, Networks, and Community in an Urban Village Health Worker Project." Health Education and Behavior 24(4):465-480.

Lather, P. (1986) "Research as Praxis." Harvard Educational Review. 56(3):257-277.

Candlelighters Childhood Cancer Foundation. Follow-Up Questionnaire.

Chesler, M. and Flanders, M. 1967. "Resistance to Research and Research Utilization: The Death and Life of a Feedback Attempt." Journal of Applied Behavioral Science. 3(4):469-487.

Werner, D. 1982. "Looking At How Human Relations Affect Health." in D. Werner, Helping Health Workers Learn. Palo Alto, CA: The Hesperian Foundation.

Session 8: November 2. Guest Speaker: John Gaventa

Module IV: Organizational and Institutional Issues

Session 9: November 9. Institutional Issues Inside the Academy

Boyer, E. 1994. iCreating the New American College.î The Chronicle of Higher Education. March 9th.

Massy, WF., Wilger, AK, Colbeck C. 1994. iDepartmental Cultures and Teaching Quality: Overcoming iHollowedî Collegiality.î Change. 26:10-20.

Harkavay, I. And Puckett, J.L. 1994. iLessons from Hull House for the Contemporary Urban University.î Social Service Review. September.

Checkoway, B. 1997. iReinventing the Research University for Public Service.î Journal of Planning Literature. 11(3):307-319.

Zuniga, X. 1992. iChapter VII: Sanctions and Rewards.î Unpublished Dissertation, University of Michigan.

Session 10: November 16. Community Organizations as a Base

Greever, B. Tactical Investigations for Peoplesí Struggles. Washington, DC: The Youth Project.

Sclove, R., Scammell, M.L., and Holland, B. 1998. Community-Based Research in the United States. Amherst, MA: The Loka Institute. *This is the Loka Institute collection that you purchased separately from the coursepack.*

Module V: Making Change

Session 11: November 23. Building Skills Mutually: Personal and Interpersonal Issues of Researchers and Residents

Stoecker, R. 1997. iAre Academics Irrelevant?: Roles for Scholars in Participatory Research.î Paper presented at the American Sociological Society Annual Meetings, 1997. Under review with American Behavioral Scientist.

Walter, CL. 1997. iCommunity Building Practice: A Conceptual Framework.î In M. Minkler (Ed.), Community Organizing and Community Building for Health. New Brunswick, NJ: Rutgers University Press.

Chesler, MA. 1990. iAction Research in the Voluntary Sector: A Case Study of Scholar-Activist Roles in Self-Help Groups.î In S.A. Wheelan, E.A. Pepitone, and V. Abt (Eds.) Advances in Field Theory. Newbury Park, CA: Sage Publications.

Delgado-Gaitan, C. (1993). Researching change and changing the researcher. Harvard Educational Review, 63(4). 389-411.

Session 12: November 30. Getting the Word Out: Communicating With Various Audiences

Fine, M. 1994 *Working the Hyphens*. In N. Denzin and Y. Guba (Eds.) Handbook of Qualitative Research. Thousand Oaks, CA: Sage.

Rist, RC. 1994. *Influencing the Policy Process With Qualitative Research*. In N. Denzin and Y. Guba (Eds.) Handbook of Qualitative Research. Thousand Oaks, CA: Sage.

Lappe, F. & DuBois, P. 1994. *Making the Media our Voice*. In F. Lappe and P. DuBois, The Quickening of America, Chapter 6. San Francisco: Jossey Bass.

Wang, C and Burris, MA. 1997. *Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment*. Health Education and Behavior. 24(3):369-87.

Session 13: December 7. Creating Community Change through Community-Based Research.

Zuniga, X. 1992. *Chapter V: Views of Action Research*. Unpublished Dissertation, University of Michigan: Ann Arbor, MI.

Homan, M. 1999. Chapter 16: Lobbying for change. In M. Homan, Promoting Community Change: Making it Happen in the Real World. Pacific Grove: Brooks/Cole.

Second Paper Due December 11
to 2778 SSWB