

University of Washington
SCHOOL OF SOCIAL WORK
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SOC WL 590A
Critical Methodology and Participatory Action Research

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Friday: 9:30-12:20
Classroom: B-10 Social Work
Office hours: Friday 12:30-2:30 PM
or by appointment

"Knowledge is power for those who can use it to change their conditions." Ira Shor

"As for the future, our task is not to foresee, but to enable it" Antoine de St. Exupery

COURSE OVERVIEW

The purpose of this course is to explore critical social research *methodology* in general, and participatory action research more specifically. Viewing *methodology* as the interface between methodic practice, substantive theory and epistemological underpinnings, this course offers guideline for how to conceptualize and conduct such research. This approach requires calling into questions the framework within which the conventional scientific method' is substituted for an understanding of positivistic underpinnings. In such cases, *methodology* becomes transmuted into *method*. This course disengages method from methodology and seeks to link theory, methodology, specific research strategies, and social criticism. Thus, much of what this course presents should be of value to those who do not directly identify with the research program of critical theory as a whole.

For critical methodology, empirical data are important to ground the inquiry. The course offers the way empirical data are collected. It does not matter whether it is statistical material, anecdotes, observed behaviors of both controlled and uncontrolled situations, media content, interview responses, or anything else. Whatever provides insights is suitable. But this does not mean that all data used must be subject to conventional 'reliability' or 'validity' checks. While some methods lend themselves more readily to certain epistemological perspectives, no method of data collection is inherently positivist, phenomenological or critical. Data are meaningful only in terms of their theoretical context, reliability and validity are functions of the context and the epistemological presuppositions that the researcher brings to the inquiry.

Through illustrative examples, the course offers how this methodological approach looks in practice and explicates the type of empirical methods, techniques, and research designs. More specifically, the course focuses on: (1) key elements of critical methodology; (2) core tenets, processes and strategies of participatory action research; and (3) major contexts of contemporary critical research grounded in race, class, gender, and other forms of oppression (i.e., heterosexism, colonialism, imperialism, etc.), and cultural analysis, social problem/social movements.

COURSE OBJECTIVES:

1. Learners should ***understand basic concepts*** of metatheory and methodology:
 - paradigms of knowledge, ontological, epistemological and methodological questions;
 - deconstructing the conventional discourse of methodology:
 - critique of conventional methods discourse;
 - quantitative versus qualitative methods;
 - Between subjectivism and objectivism ;
 - Beyond objectivism and relativism;
 - Transcending the subject-object split.
2. Learners should be able to articulate critical theory perspectives on class, gender, race, culture, power, and methodology:
 - Criticism and Knowledge
 - Power and Knowledge;
 - Elements of critical methodology;
 - Critical empirical research;
 - Praxis, ideology, history, structure;
 - Deconstruction and reconstruction.
3. Learners should be able to ***develop a critical methodology or participatory action research prospectus***. This entails the ability to:
 - judge when participatory action research is appropriate;
 - establish connection with a community;
 - choose and define issues collaboratively *with* a community;
 - mobilize and utilize members of a community in an empowering way;
 - use diverse research methods appropriately -- qualitative, quantitative, and reflective;
 - judge relevance, rigor and accountability in data collected;
 - interpret data, with awareness of potential bias;
 - relate knowledge to strategic concerns;
 - use research results effectively;
 - ethical issues such as exploitation, objectification, and truth
4. Learners should be able to ***evaluate research*** in order to
 - make any research they might engage in more participatory, empowering and action-oriented.
 - have a *critical eye* on research they may encounter which does not serve the interests of the people concerned.
 - choose what research should be given credence and how they themselves can counter discriminatory research with their own.
5. Learners should ***develop or improve skills*** which are essential to the implementation of critical methodology/participatory action research. These include:
 - critical and strategic thinking
 - the ability to function as facilitators with others, team- or group work
 - the ability to explain methods clearly
 - the ability to perceive and accept varying world views
 - the ability to be flexible and to adapt methods to suit the research situation

COURSE FORMAT

The course includes a mix of lecture, discussion, and multimedia presentations. A primary focus is energetic discussion of course materials and assigned readings. The course is designed to provide opportunities for mutual engagement, exchange, and development of ideas: active learner participation is expected.

COURSE TEXTSPrimary Text

- Morrow, Raymond. (1994). *Critical theory and methodology*. Sage.
- Stringer, E. A. (1999). *Action research: a handbook for practitioners*. Sage.
- A compiled reader: The majority of assigned readings are assembled in a class reader. In addition each student will identify literature relevant to the focus of her/his interest

Supplemental Texts (Reserved at the SW Library)

- Willis, Paul (2000). *The ethnographic imagination*. Cambridge: Blackwell Publishers Ltd.
- Willis, Paul (1977). *Learning to labor: How working class kids get working class jobs*. Westmead, England: Saxon House.
- Ladner, Joyce. (1971). *Tomorrow's tomorrow: the black women*. Garden city, New York Doubleday & Co.
- Liddle, Joanna & Joshi, Rama. (1986). *Daughters of independence: Gender, caste and class in India*. London: Zed Books Ltd.
- Ben-Tovim, G., Gabriel, J., Law, I., & Stredder, K. (1986). *The local politics of race*. London: MacMillan Education Ltd
- Guba, Egon (Ed.). *The paradigm dialog*. Sage.
- Hughes, John & Sharrock, Wesley. (1997). *The philosophy of social research*. New York: Longman.
- Oakley, Ann (2000). *Experiments in knowing: Gender and method in the social sciences*. The New York: New Press.
- Reason, Peter and Bradbury Hilary (2001). *Handbook of action research*. Sage.
- Reason, P. & Rowan, J. (1981). *Human inquiry: a sourcebook of new paradigm research*. New York: John Wiley & Sons.
- Richardson, D., & Seidman, Steven. (2002). *Handbook of Lesbian and gay studies*. Thousand Oaks: Sage.
- Peter Park, Mary Brydon-Miller, Budd Hall, and Ted Jackson (Eds). (1993). *Voices of change: participatory research in the United States and Canada*. Westport, Conn: Bergin & Garvey.
- Jason, L. et al. (2004). *Participatory community research*. Washington, D.C.: American Psychological Association.
- Orlando Fals-Borda & Mohammad Anisur Rahman (Eds.). (1991). *Action and Knowledge: Breaking the monopoly with participatory action-research*. New York: The Apex Press.
- McTaggart, Robin. (1997). *Participatory action research: International contexts and consequences*. Albany: State University of New York Press.
- Whitmore, Elizabeth (Ed.), (1998). *Understanding and practicing participatory evaluation*. Jossey-Bass Publishers.
- Kirby, Sandra and McKenna Kate (1989). *Experience, research, social change: Methods from the margins*. Toronto: Garamond press.
- Morgan, David, L. (1998). *The focus group kit*.

- Rossmann, G., and Rallis, S. (1998). *Learning in the Field: An introduction to qualitative research*. Sage.
- Wilton, Tamsin (1995). *Lesbian studies: Setting an Agenda*. London: Routledge.
- Moore, M., Beazley, S., and Maelzer, J. (1998). *Researching disability issues*. Open University Press.
- Silverman, D. (1993). *Interpreting qualitative data: methods for analyzing talk, text and interaction*. Sage.
- Journal of Sociology and Social Welfare* (1991). Special Issue on philosophical issues in social work, 18 (4).

COURSE ASSIGNMENTS

1. **Methodology Portfolio:** Depending on your progress in your Program of Study or Dissertation, you will develop, revise, and refine your POS or dissertation methodology. (60 % of the grade).
2. **LeadingClass discussion:** On a rotating basis, each student individually or in a small group (2-3person) will take a lead in presenting key methodological strategies and issues in designing his or her research implicated by the readings (40 percent of the grade).

COURSE EVALUATION

Students will evaluate the course and the instructors' effectiveness at the end of the quarter, courtesy of the UW Office of Instructional Assessment.

Disability Accommodations

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

Weekly Topics

The outline presented here is a guide that may be modified as the course progresses, due to the way the group develops or due to class members input. I have attempted to group readings with the section that they are most relevant to, but many have multiple or general relevance.

Module One — What is Critical Methodology

January 7 -Week 1:

Situating research in philosophy and sociopolitical economy

Major themes

- Three approaches to metatheory and methodology: Positivist, Constructivist, and Critical Theory Methodologies
- How does the paradigm relate to theory construction and research methodology?
- What are Cartesian dualism and why do they matter?
- Science, research, and social work: Who controls the profession?
- Knowledge producers and knowledge consumers; what kinds of knowledge are produced, by whom, and for what purpose?

- Power, politics and knowledge; political issues in research, activism and participation.

Readings

Karger, H.J. (1983, May-June). Science, research, and social work: who controls the profession? *Social Work*: 200-205.

Journal of Sociology and Social Welfare (1991). Special Issue on philosophical issues in social work, 18 (4).

Video resources:

- Mind Walk: a film for passionate thinkers. The film is based on the *Turning point* by Fritjof Capra, acclaimed author of the “Tao of Physics”
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January 14 -Week 2: Paradigm Wars

Major themes:

- Deconstructing the conventional methods discourse
- The dominance of objectivism
- The interpretive challenge
- Transcending the subject-object split
- The metatheory of critical theory

Readings

Morrow, Raymond (1994). *Critical theory and methodology*,

Chapter 1: Introduction; What is critical theory

Chapter 2: Foundations of Metatheory (pp. 35-61)

Chapter 8: Deconstructing the conventional discourse of methodology

Oakley, Ann. (2000). *Experiments in knowing*, chapter 2 - Paradigm Wars (pp 23-43) and chapter 3 - Hearing the Grass Grow (pp 44-72). New York: The New Press.

Reinharz, Shulamit. (1990). So-called training in the So-called alternative paradigm. In Egon G. Guba (Ed.), *The paradigm dialog* (pp 290-302). Sage.

Hughes, John & Sharrock, W. (1997). *The philosophy of social research*. Chapter 1 - The philosophy of social research; chapter 2 – the positivist orthodoxy; chapter 3 - positivism and the language of social research, chapter 5 – the interpretative alternative, chapter 6, meanings and social research.

Supplemental resources

Revel, J. & Ricard, M. (1998). *The monk and the philosopher: A father and son discuss the meaning of life*. New York: Schocken Books.

Jean-Francois Revel, a pillar of French intellectual life in our time, became world-famous for his challenges to both communism and Christianity. His son, Matthieu Ricard, gave up a promising career as a scientist to study Tibetan Buddhism – not as a detached observer but by immersing himself in its practice under the guidance of its greatest living masters. The thematic topics ranges from scientific research to spiritual quest, Buddhist metaphysics, cultural influences and spiritual tradition, and Buddhism and psychoanalysis, just to name a few.

Guba, Egon. (Ed.) (1990). *The paradigm dialog*. Sage.

Reason, P. & Rowan, J. (1981). *Human inquiry: a sourcebook of new paradigm research*. New York: John Wiley & Sons.

**January 21 -Week 3:
What is critical research methodology?
Questions of research quality, rigor, relevance and accountability**

Major themes:

- Criticism and knowledge
- Elements of critical methodology:
 - praxis, ideology, structure, history, deconstruction and reconstruction,
 - Knowledge as process, question of power.
- Non-Empirical methods: Reflexive procedures
- Empirical procedures in critical research
- The question of validity and goodness criteria

Required Reading

- Morrow, Raymond (1994). *Critical theory and methodology*,
Chapter 3: Postempiricist critiques of positivism and empiricism
Chapter 9: Non-empirical methods: Reflexive procedures
Chapter 10: Empirical procedures in critical research
- Gaventa, J., & Cornwall, A. (2001). Power and knowledge. In Peter, Reason and Hilary Bradbury *Handbook of action research (pp 70-80)*. Sage.
- Taylor, Henry L, and Cole, Sam (2001). *Structural racism and efforts to radically reconstruct the Inner-City Built environment*.
- Kemmis, Stephen (2001). Exploring the relevance of critical theory for action research; Emancipatory action research in the footsteps of Jurgen Habermas. In Peter, Reason and Hilary Bradbury *Handbook of action research (pp 91-102)*. Sage.
- Sohng, S. (1998). Research As an Empowerment Strategy. In Lorraine Gutierrez, Ruth Parson, Enid Cox (Eds.), *Empowerment in Social Work Practice: A Source Book (pp 187-203)*. Brooks/Cole Publishing Company.

Critically situating validity and reliability

- Fay, Brian, *Contemporary philosophy of social science*. Chapter 10: Can we understand others objectively? (199-222). Oxford: Blackwell.
- Guba, G. & Lincoln, Y. (1989). *The fourth generation of evaluation*. Chapter 8, Judging the quality of fourth generation of evaluation (pp.228-251). Sage.
- Kirkhard, Karen (1994). Seeking multicultural validity: A postcard from the road. Paper presented at Evaluation '94, the annual meeting of the American Evaluation Association, Boston, Massachusetts. November 2-5, 1994.
- Messick, Samuel (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American psychologist*: 741-749.
- Guba, G. (1990). *The paradigm dialogue*. Chapter. Chapter 12, 13, and 14. Sage.

- Heron, John (1996). *Co-operative inquiry: Research into the human condition*. Sage. Chapter 8 – Validity procedures (131-157), Chapter 9 - Validity and beyond (158-177).
- Goodman, G., & Karey, Karen (2004). Critically situating validity and reliability. In *Ubiquitous assessment: evaluation techniques for the new millennium*. New York: P. Lang

January 28 Week 4 :
Illustrative examples of critical methodology

- Willis, Paul (1977). *Learning to labor: How working class kids get working class jobs*. Westmead, England: Saxon House.

This book offers excellent illustrative examples of critical case study methodology. Paul Willis, “Learning to labor” explores why working class kids get working-class jobs. Through participant study method of a small sample of school-leavers, Willis examines the contradictory division of labor, sexism and racism and reconstructs the collusion of culture and ideology. Willis’ work is a paradigm case of critical ethnographic work. Willis addressed schooling outcomes for working-class kids not as an instance of failure or victimhood. Far from being labeled as ‘losers,’ the lads are exercising ‘agency’ by choosing to “fail”

- Arnot, Madeleine. (2004). Male working-class identities and social justice: A reconsideration of Paul Willis’s learning to labor in light of contemporary research. In Nadine Dolby and Greg Dimitriadis (Eds). *Learning to labor in new times (17-40)*. New York: Routledge Falmer.
- Nolan, Kathleen and Anyon, Jean (2004). Learning to do times: Willis’s model of cultural reproduction in an era of postindustrialism, globalization, and mass incarceration. In Nadine Dolby and Greg Dimitriadis (Eds). *Learning to labor in new times (133-149)*. New York: Routledge Falmer.
- Willis, Paul (2004). Twenty-five years on: Old books, New times. In Nadine Dolby and Greg Dimitriadis (Eds). *Learning to labor in new times (167-196)*. New York: Routledge Falmer.
- Willis, Paul (2000). *The ethnographic imagination*. Chapters 3, 4, 5 and 6. Oxford: Blackwell Publisher.
- Ladner, Joyce (1971). *Tomorrow’s tomorrow: the black women*. Garden city, NY Doubleday. Also see Edelman, P. & Ladner, J. (Eds.) (1991). *Adolescence and poverty: challenge for the 1990s*. Washington, D.C.: Center for National Policy Press.

Ladner analyzes the growing into womanhood of low-income black girls from a slum area of St Louis. Most of the data reported are based on systematic open-ended interviews that related to life histories and attitudes and behavior that reflected approaching womanhood. This material is supported by direct observation as Ladner spent a considerable amount of time with the girls and their families in their homes, at church, parties, dances, out shopping, and so on. The structural focus of her analysis is institutionalized racism.

February 4 -Week 5 :
Illustrative examples of critical methodology

- Liddle Joanna and Joshi, Rama (1985). *Daughters of independence: Gender, cast and class in India*. London: Zed.

*The researchers undertake an **ethnographic and historical analysis** of the impact of class and caste on women's subordination in India. Their ethnographic study looks at the lives of professional women. They locate these women's experiences in the context of the social structures in which they occur to show that the experiences are not merely personal and individual but part of a wider pattern of social relations. The ethnographic study is paralleled by a historical analysis. The substantive question they raise is "why are women subordinate in the sex/gender system", what is the basis of the relationship between gender and caste in India? What have been the main influences in freeing women from the constraints of the caste system. What are the social processes that link gender with the particular system of class which began to develop as a result of British imperialist intervention?*

Ben-Tovim, G., Gbriel, J., Law, I., & Stredder, K. (1986). *The local politics of race*. London: MacMillan

Mainstream social science, the researchers argue, tends to disregard the political significance of its research activity through its commitment to objectivity. Rather than pursue "objective" research they propose a dissolution of the distinction between researchers and activists. Employing action research methodology, they note three consequences of this approach. First, policy implications are an integral part of the research. That is, the implication of the research on policy becomes the object of investigation. The implementation and use of the research is built into the analysis from the outset. Second, the analysis of the organizations that are concerned with political change is not neutral but represents an evaluation of their effectiveness in realizing their objectives. Third, the knowledge gained from the research is not the 'relatively superficial, external knowledge of the social survey or in-depth interviewer but is knowledge which is constructed out of political practice.

Module Two — What is Participatory Action Research?

Success is a journey, Not a destination

Success Criteria for PAR

*If you can increase the understanding of an issue, or a circumstances,
illuminate one experience,
portray one person's story in a new light,
you will have helped others to understand the social world a little better.
This is what research is all about.*

There is no off-the shelf formula, step-by-step method, or "correct" way to do PAR. Rather, PAR methodology is best described as a **set of principles** and a **process of engagement** in the inquiry.

Participatory Action Research (PAR) is the systematic collection and analysis of information **for the purpose of taking action and making change**. It is crucial not to view participatory action research as a research project. It's an empowerment-oriented project of which the research is only one piece. When we think of participatory action research in this way, we can consider the researcher role in the context of all the necessary functions to be filled in the project.

In the Participatory component of PAR, members of community whom often are not heard, participate as co-researchers - actors and collaborators - using their own voices and world view for the way that research is conceptualized, practiced, and brought to bear on mutual empowerment. By “community” we mean either geographic community or a community of interest – that is, people with similar experience or shared needs/problems.

In *the Action* component of PAR, doing the research is not a goal in itself but only a means for (1) learning something, (2) developing relationships, and (3) acting more effectively. The focus is on learning about how people actually experience the specific issue or problem. This knowledge is the key to knowing what actions will make a practical difference to people’s lives and why.

Simply put, *Research* is the systematic collection and analysis of information. In PAR, *research* is an aid to action and a tool for empowerment. Since creation of knowledge is the business of *research*, and knowledge can be used as a tool of control, it is in the best interests of those outside the relations of ruling to engage in the production of knowledge.

The *Research* part of participatory action research demands as much as other research, that data collection and analysis be **systematic** if they are to serve the community in initiating appropriate changes. It can take any form that both the participants and the researchers believe productive in relation to the other two objectives – *participation and action*. The methods can be any combination of quantitative and qualitative methods. They vary according to the needs of the specific project and the stage in the research process.

Combining these components, the two most basic characteristics of PAR are increasing participation in research process and making change and taking actions on the issue under study.

Discussion questions on PAR

- How can community members be involved in study design, implementation and evaluation?
- How can the knowledge of community members be used to plan, implement and evaluate the project?
- How can research project benefit the community?
- What are the roles for the participatory action researcher?
- Participation and involvement for action and for research
- Entering a community: relationship and trust.
- Contracting as crucial early steps in an effective PAR project, including setting goals, negotiating roles, renegotiating the relationship.
- Stakeholders and participation; who to involve, and how to involve them; issues of level of involvement, and direct/indirect participation; achieving participation
- Process design: how to make research action-oriented; how to make research participatory.
- Styles of process; adversarial, consensual and dialectical
- Systematic inquiry
- Data about the research
- Data about the process and yourself
- What is data and what is not data?
- How do I, the researcher, account for myself in the data gathering process?
- Reflecting on the data
- Issues of research quality, rigor, relevance and accountability in data collected

February 11 - Week 6: WHAT IS PAR?

Major themes:

- Developing theoretical and methodological perspectives appropriate for PAR
 - A brief history of PAR and its connection to Social Work and Liberation Movements
 - Shifting the center and reconstructing knowledge
 - What knowledge is produced, by whom, for whose interests and towards what ends.
 - Theoretical and methodological perspectives appropriate for PAR
 - Integrating praxis with methodology
- Constructing a PAR model in a messy swamp of social work practice
 - What are the goals can we aim for in our PAR process and product?
 - What functional roles can we play in PAR?:
 - Guideposts for social workers:
 1. *What is this PAR project trying to do?*
 2. *What are your skills?*
 3. *How much participation in the research does the community need and want?*

Readings

- Reason, Peter & Bradbury, Hilary (2001). Introduction: Inquiry and participation in search of a world worthy of human aspiration. In Reason, Peter and Bradbury Hilary (1-14). *Handbook of action research*. Sage.
- Lincoln, Yvonna. (2001). Engaging sympathies: relationships between action research and social constructivism. In Peter Reason (Ed.), *Handbook of action research* (pp. 124-132). Sage.
- Fals Borda, Orlando. (2001). Participatory action research in social theory: Origins and challenges. In Peter Reason (Ed.), *Handbook of action research* (pp. 27-36). Sage.
- Hall, Budd (2001). I wish this were a poem of practices of participatory research. In Peter Reason (Ed.), *Handbook of action research* (pp. 171-178). Sage.
- Gaventa, John & Horton, Billy. (1981). A citizens' research project in Appalachia, USA. *Convergence*, Vol XIV (3): 30-42)
- Sohng, S. (1996) Participatory research and community organizing. *Journal of Sociology and Social Work*, 23(4): 77-97.
- Trout, J., Dokecki, P., Newbrough, J, & O'Gorman, R. (2003). Action research on leadership for community development in West Africa and North America: A joining of liberation theology and community psychology. *Journal of Community Psychology* 31 (2): 129-148.

February 18 – Week 7: Designing Research as Participatory and Action-Oriented

At a most basic level, **research** design involves the following six steps:.

- *What do we want and need to know?*
- *Why do we want to know this?*
- *What do we already know?* Answering this question lets you make use of the information you already have.
- *Where do we go to find out?* Where are the answers to your questions? Are you going to ask people? Are you going to read books on the issue? Are you going to review reports?

- *Who do we ask?* If you're going to ask people, whom are you going to ask? If you need certain books or documents, where are you going to find them?
- *What kind of info do we need?* Do you need descriptive information? Do you need some numbers? Do you need stories? Do you need information that tells you what others think?

Answering these questions will help you make decision about what research tools to develop.

However, designing research as participatory and action-oriented requires a bold shift from "Does this research design bring out the observable facts in a systematic way?" to "To what extent does this research design present new possibilities for social action?" and "Does it stimulate normative dialogue about how we can and should organize ourselves?"

Major themes:

- **Process Design:**

- **How to make research participatory**

- Entering a community: relationship and trust.

- Achieving participation: who to involve, and how to involve them, issues of level of involvement, and direct/indirect participation;

- Setting goals, negotiating roles, renegotiating the relationship.

- **How to make research action-oriented**

- Articulate actions to facilitate and issue to illuminate

- Tactics, strategies, action and building power: the role of research

- Ethical and tactical questions

- **Styles of process;** adversarial, consensual and dialectical

- **On choosing methodology:** ethical and practical choices in data collection

- **Gathering the Data**

- What is data and what is not data?

- Data about the research

- Data about the process and yourself

- How do I, the researcher, account for myself in the data gathering process?

- Reflecting on the data

- Developing data collection tool

- **Data gathering techniques**

- *Qualitative methods:* Ethnographic methods, participant observation, grounded theory, narrative, discourse, content analysis.

- *Quantitative methods:* Measures, surveys, scales, sampling, structured observation.

- *Reflective methods:* self-observation, frame reflection, knowing-in-action.

- Convergent Interviewing

- Focus groups and other group methods

- Delphi as action research

- *Documents, media, and artifacts:* Documents, official reports, minutes, procedures, materials, policies, letters, records, and so on, that were examined; films, videos, and media reports reviewed; artwork, working papers, and other objects produced by participants; samples, and so on

- *Popular education techniques, such as drawing, photo novella, video production:* You can use these techniques in focus groups to involve people who can't read, or who are not

comfortable with group discussions, or whose first language is not the language of the group doing the research.

- **Research ethics:** informed consent, confidentiality

Readings

- Stoecker, Randy (1999). Are academics irrelevant? Roles of scholars in participatory research. *American Behavioral Scientist*, 42.
- Dick, Bob (1998). Session 3: Entry and Contracting; Session 4: Stakeholders and Participation; Session 5: Achieving Participation; Session 7: Data Collection(Styles of Process); Session 8: Convergent Interviewing.
- Stringer, Ernest. (1999). *Action research*. Chapter 4 – Look: building the picture, Chapter 5 - Think: Interpreting and Analyzing, Chapter 6: Act: Resolving the Problem.
- Kirby and McKenna, chapter on *Gathering data* (pp. 111-127).
- Gordon, N. (2000). Researching psychotherapy, the importance of the client's view: A methodological challenge. *The Qualitative Report*, Vol. 3 (3&4).
- Hataway, C. (1997). An examination of the constraints on mutual inquiry in a participatory action research project. *Journal of Social Issues*, Vol. 53 (4), pp. 747-765.
- Roy, C., & Cain. R. (2001). The involvement of people living with HIV/AIDS in community-based organizations : Contributions and constraints. *AIDS Care*. Vol. 13 (4), pp. 421-432.
- Bourdeau, B. (2000). Dual relationships in qualitative research. *The Qualitative Report*, Vol. 4 (3& 4)
- Deacon, S. (2000). Creativity within qualitative research on families: New ideas for old methods. *The Qualitative Report*. Vol. 4 (3 & 4).
- Sohng, S. & Brown, P. (1994). Teen mothers' voices: A feminist participatory research project.
- Perkins, D., & Wandersman, A. (Summer 1990). "You'll have to work to overcome our suspicions: The benefits and pitfalls of research with community organizations. *Social Policy*, pp. 32-41.
- Harper, G., & Carver, L. (1999). "Out-of-the-Mainstream" Youth as partners in collaborative research: Exploring the benefits and challenges. *Health Education & Behavior*, Vol. 26(2): 250-265.
- Israel, B, et al. Critical issues in developing and following community-based participatory research principles. In M. Minkler and N. Wallerstein (Eds.) *Community-based participatory research for Health* (pp. 53-76). San Francisco: Jossey-Bass.
- Reilly, T. (2001). Collaboration in action: An uncertain process. *Administration in Social Work*, 25(1): 53-74 .
- Schein, Edgar. (2001). Clinical inquiry/research. In Peter Reason (Ed.), *Handbook of action research* (pp. 228-237). Sage.

February 25 - Week 8 Analyzing and Interpreting Data

Major themes:

Decisions about analysis

Organizing the data

Generating categories, themes, and patterns

Coding

Searching for alternative understandings

Analytical devices:

Participatory analysis: group feedback analysis, neighborhood meetings,

Community consultation
Rigor in action research; “Objectivity” and value-laden research.

Readings

- Stringer, *Action research*, Chapter 5: think, Interpreting and analyzing, pp. 89-113.
 Dick, Bob. Group Feedback analysis; Neighborhood Meeting, Community Consultation, *Action research and evaluation on line*.
 Fay, Brian . (1996). Can we understand others objectively? *Contemporary philosophy of social science* (pp. 199-221). Oxford, UK. Blackwell Publisher
 Winter, G. (March 2000). A comparative discussion of the notion of “validity” in qualitative and quantitative research. *The Qualitative Report*, Vol 4 (3&4)
 Folkman, D., & Rai, K. (1997). Reflections on facilitating a participatory community self-evaluation. *Evaluation and Program Planning*. Vol. 20 (4), pp. 455-465.

March 4 - Week 8: Presenting and using research results to affect change.

Major themes:

How to transform research into participatory and/or action-oriented modes.
 Appropriating the research of others in an empowering way.
 Consciousness raising and personal growth: the pedagogy of empowerment.
 Involving the community in using results.
 Audiences, media and choosing dissemination vehicles.
 Action, influence and presentation.

Readings

- Stringer, Ernest. *Action research*. Chapter 6. Act: Resolving the problems
 Chapter 7. Act: Resolving complex problems:
 Chapter 8: Formal Reports, pp. 165-186
 Bartley, Mel. (1994). The relationship between research and policy: The case of unemployment and health. In Ann Oakley and A. Susan Williams (Eds.), *The politics of the welfare state* (pp.201-221). London: University College London Press.
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**March 11 - Week 10:
Looking at research critically :Ethical Issues and Challenges**

Major themes:

Use and mis-use of collected information.
 Ends, means and ethics in action oriented research: strategic thinking and ethics revisited.
 Analysis of research, applied information and pitfalls of propaganda
 Snowballs, goal-shifts and control issues
 Judging research for bias and political stance: who owns, who controls, who funds, who gains.

Self-evaluation as a form of participatory action research.

Research in one's own professional "community"
 Evaluation and self-evaluation.
 Strategic use of self.
 Journals as data collection for evaluation.
 Improvement of practice as an action goal.
 Monitoring one's own participation, facilitating the participation of others.

Readings

Mohan, G., & Stokke, K. (2000). Participatory development and empowerment: the dangers of localism. *Third World Quarterly*, 21 (2): 247-268.

Small, Mario (2002). Culture, cohorts, and social organization theory: understanding local participation in a Latino housing project. *American Journal of Sociology*, 108 (1): 1-54.

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WEB Links To *Participatory Action Research* Sites: An action-research resource for both students and practitioners

- [Action Learning International](#) - "Virtual meeting place for action learners & researchers worldwide"
- [Action Research Electronic Reader](#)
- [Action Research: Jack Whitehead's Homepage](#) - University of Bath
- [Action Research](#) - Queen's University
- [Action Research Resources](#) - Southern Cross University
- [ALARMP](#) - Action Learning, Action Research & Process Management Assoc. Inc.
- [An Action Research Bibliography](#)
- [American Evaluation Association](#) - Home Page
 - [AEA TIG on Collaborative, Participatory, & Empowerment Evaluation](#)
- [Assessment & Evaluation on the Internet. ERIC/AE Digest](#) - Drake & Rudner
- CBPR <http://depts.washington.edu/ccph/commbas.html>
- [Collaborative Action Research Network \(CARN\)](#) - University of East Anglia
- [COMM-ORG: Action Research](#)
- [Community Development Society](#) - Participatory Research (PR) Sites
- [Eldis Participation Guide](#) - Gateway to info sources on development & environment
- [Education As Inquiry: A Teacher / Action Research Site](#) - Developed by Judith M. Newman
 - [Action Research: A Brief Overview](#) by Judith M. Newman
- [i2K](#) - Project Monitoring & Evaluation (M&E) System
- [IDRC Evaluation Unit](#) - International Development Research Centre, Ottawa
- [International Association For Impact Assessment \(IAIA\)](#)
- [MandE \(Monitoring & Evaluation\) News](#) - Maintained by Rick Davies
- [PARnet](#) - Cornell University Participatory Action Research Network
- [Participation Group](#) - Institute of Development Studies, Sussex, UK
 - [Information Search](#)
- [Participatory Research & Community Organizing](#) - A "working paper" by Sue Sohng
- [Participatory Research Network](#) - Michigan State University
- [Popular Education & Participatory Research](#) - An Introduction by John Hurst
- [Society for Community Research and Action](#)
- [Social Impact](#) - A Results-Oriented Program Management Firm
- [USAID Evaluation Publications](#) - See CDIE's Performance Monitoring & Evaluation Tips
- [World Alliance for Citizen Participation \(CIVICUS\)](#)
- [World Bank - Evaluation Unit](#)
- [World Bank - Operations Evaluations Department](#)