

**San José State University**  
**Department of Environmental Studies**  
**ENVS 127/227, Community Based Participatory Research**

**Course and Contact Information**

Instructor:	Marcelo S. Rocha da Silva, M.A. and M.B.A
Office Location:	Washington Square Hall (WSQ) 118
Email:	marcelo.silva@sjsu.edu
Office Hours:	Zoom, by appointment
Class Days/Time:	Tuesdays and Thursdays, 3pm-4:15pm
Classroom:	Dudley Moorhead Hall (DMH) 359 (distance learning until February 10, 2022)
Prerequisites:	Instructor Permission

**Course Description**

This course integrates interdisciplinary theory and practice in developing a situated understanding of community-based participatory research (CBPR) toward redressing environmental inequities. Students will apply these theories and practices in their own environmental research and advocacy projects regarding local environmental issues. This course explores the epistemological, environmental and movement building imperatives for creating effective and responsible community-researcher partnerships for social, health and environmental justice. Through training in theory and community practice, students will increase their competency in understanding the complexity of environmental conditions in underserved communities. Students will learn a broad range of methodological approaches to doing the work of community, in community, and with community. Students will be able to analyze the interdisciplinary theoretical foundations for this research methodology as well as place their own projects within this lineage. This course will provide students the concepts and tools to engage theory in their writing through case studies in the policy and health implications of CBPR projects.

**Course Format**

This is an in-person course based on lectures, advanced readings (including peer-reviewed papers), in-class discussions, and collaboration with organizations outside the university. Students are expected to:

1. Attend all classes and participate in the discussions.
2. Facilitate one (1) class discussion.
3. Read the required publications and come to class prepared to provide comments and raise questions about them.
4. Use Canvas for out-of-class discussion, assignment submissions and online classes.
5. Formulate a team research proposal in collaboration with a local community.

Due to possible COVID-19 restrictions, some classes might be taught via Zoom according to SJSU

guidelines.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will develop and demonstrate an ability to:

1. Engage with and provide critical analysis of the principles of community based participatory research,
2. Interpret and analyze advanced community-based research theoretical texts,
3. Evaluate the applicability of key community organizing and participatory research concepts,
4. Formulate the theoretical bases of their own community based research projects using the advanced readings in the field,
5. Apply their knowledge and skills to new settings or in addressing complex problems in collaboration with community partners, and
6. Work productively in student groups and with community partners.

### **Contacting Lecturer**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates.

If you email me I will respond to you as soon as possible. However, please ask any questions during class, as others may have the same question.

### **Required Texts/Readings**

There are no required purchases for this course. All viewings, readings, and listens will be open-source and found hyperlinked/downloadable in Canvas.

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students are expected to complete all the assignments before the deadline. Any student who cannot complete an assignment in time, including weekly discussions, should contact the instructor as soon as possible to discuss the situation.

#### **1) Learning journals (20 points)**

Students are expected to submit a learning journal by the end of every week. In these one-page assignments, students should summarize and connect what they learn from the required readings, class discussions, and

observations outside the classroom. Learning journals are confidential and will be seen only by the instructor. The purpose of this assignment is to regularly assess the evolution of the students' skills in engaging with and providing critical analysis of the principles of community based participatory research (CLO #1), interpreting and analyzing advanced community-based research theoretical texts (CLO #2), and evaluating the applicability of key community organizing and participatory research concepts (CLO #3).

## **2) Class Participation (20 points)**

Students are required to attend every class meeting unless they are ill or have an emergency. Participation in class means providing the group your insights in an engaging and respectful manner. Through participation the instructor can evaluate if the students engaging with and providing critical analysis of the principles of community based participatory research (CLO #1), interpreting and analyzing advanced community-based research theoretical texts (CLO #2), and evaluating the applicability of key community organizing and participatory research concepts (CLO #3). Therefore, students should read the required publications and come to class prepared to provide comments and raise questions about them.

## **3) Class Discussion Facilitation (10 points)**

Students will have the chance to facilitate a discussion on a topic in the course schedule. According to the number of students, facilitation may be in pairs. The facilitation will be **30-45 minutes** in length, and will be followed up with discussion. The facilitation may include activities, creative expression, and audiovisual aids. Students leading discussion should not only highlight key aspects of the required readings, but also bring to class gaps and limitations they identified in the publications.

## **3) Field Investigation (50 points)**

All students will work in small groups to investigate an issue affecting a Bay Area community. Some of the issues that may be considered include, but are not limited to, access to parks and green space, transportation inequities, food justice, etc. In this process, students will apply the CBPR skills gained in this course to develop a relationship with a community-based organization (CBO) and collaboratively work with key partners at the CBO to further unpack the issues of concern and develop methods to study possible ways to redress the identified issue. The purpose of this assignment is to develop the students' skills to formulate the theoretical bases of their own community-based research projects using the advanced readings in the field (CLO #4), apply their knowledge and skills to new settings or in addressing complex problems in collaboration with community partners (CLO #5) and work productively in student groups and with community partners (CLO #6).

Components of this project include the following:

### **A) Group Project Proposal (graded as a group) (15 points)**

In small groups, students will meet with community members participating in a community-based organization to discuss mutual interests concerning community-based environmental issues.

Following, students will collaborate to produce an 800-word proposal that:

1. Describes the issue that you discussed with community members
2. Briefly reviews the importance of the issue based on a brief overview the peer-reviewed literature
3. Poses a research question to be investigated
4. Presents a methodology that may be used in the investigation

Guidelines will be available on Canvas.

### **B) Individual Project Progress Report (15 points)**

Each individual student will be expected to report on their contributions, achievements, and challenges during the team research in the form of individual reports. The individual project report will entail a **1000-1500 word**. Guidelines will be available on Canvas.

### **C) Collaborative In-Class Presentation (10 points)**

All groups will be expected to present their community-based studies in class. The purpose of this assignment is to provide a space for each group to demonstrate their knowledge and experiences of their investigation, and to expose class members to the diversity of issues that are experienced throughout communities in the Bay Area. Each presentation should be no more than 20 minutes with 5 minutes reserved for questions.

### **Grading Information**

Your grade in this course will be calculated as follows.

<b>Assignment</b>	<b>Point Value</b>
Learning journals	20
Class Participation	20
Discussion Facilitation	10
Field Investigation	50
<i>TOTAL</i>	<i>100</i>

\*The late penalty for assignments is one letter grade for every day late.\*

### **Grade Scale**

A plus is 100%	A is 99-95%	A minus is 94-90%
B plus is 89-87%	B is 86-83%	B minus is 82-80%
C plus is 79-77%	C is 76-73%	C minus is 72-70%
D plus is 69-67%	D is 66-63%	D minus is 62-60%
F is 59-0% Unsatisfactory		

NOTE that Attendance is not part of your grade evaluation per [University policy F69-24](#), but [sjsu.edu/senate/docs/F69-24.pdf](http://sjsu.edu/senate/docs/F69-24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Classroom Protocol

This course covers several issues and topics that can potentially inspire strong and opposing responses for some students. As members of a learning community, we require respect for one another's thoughts. **No demeaning language and comments or harassment of any kind** (sexual, racial, class, sexual preference, gender, etc.) between students or towards/from the instructor will be allowed in this class. Everyone's comments, questions, and concerns are valid even when you do not agree with them.

## University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at [sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

## Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct) is available at [sjsu.edu/studentconduct](http://www.sjsu.edu/studentconduct).

Plagiarism, intentional or not, will not be tolerated in this course. This is a course designed to provoke critical thought and writing, and plagiarism will not help you become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at [sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf).

Here is an idea of what plagiarism looks like. You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)

- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Recycle a paper you wrote for another class

**ENVS 127/227, Community Based Participatory Research  
Course Schedule**

*The schedule is subject to change with fair notice and the notice will be made available.*

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>	<b>Activity in Class</b>
1	1/27	Introductions, expectations, and syllabus			
2	2/1 and 2/3	Defining and studying communities	<p>Cobigo et al., 2016. Understanding Community</p> <p>CIFOR, 2018, Intersectionality is important for forest too:  <a href="https://forestsnews.cifor.org/57095/intersectionality-is-important-for-forests-too?fnl=en&amp;utm_source=General+contacts&amp;utm_campaign=0f0601d180-601d180-CIFOR_News_Update_July_2018&amp;utm_medium=email&amp;utm_term=0_282b77c295-0f0601d180-117251009">https://forestsnews.cifor.org/57095/intersectionality-is-important-for-forests-too?fnl=en&amp;utm_source=General+contacts&amp;utm_campaign=0f0601d180-601d180-CIFOR_News_Update_July_2018&amp;utm_medium=email&amp;utm_term=0_282b77c295-0f0601d180-117251009</a></p>	<b>Learning journal due 2/4 at 11:59pm</b>	
3	2/8 and 2/10	Principles and foundations of CBPR	<p>Hacker, 2013. Principles of CBPR.</p> <p>Irizarry &amp; Brown, 2014. Humanizing research in dehumanizing spaces: The Challenges and Opportunities of Conducting Participatory Action Research with Youth in Schools</p> <p>Minkler. 2000. Using participatory action research to build healthy communities</p>	<b>Learning journal due 2/11 at 11:59pm</b>	<b>Group formation</b>

4	2/15 and 2/17	CBPR and environmental studies	<p>MacKinnon, S. (Ed). 2018. Introduction. <i>Practising community-based participatory research: Stories of Engagement, Empowerment, and Mobilization</i></p> <p>Perz et al., 2022. <i>Participatory Action Research for Conservation and Development: Experiences from the Amazon.</i></p>	<b>Learning journal due 2/11 at 11:59pm</b>	
5	2/22 and 2/24	CBPR and environmental justice	<p>Minkler et al., 2010. <i>Si se puede: Using Participatory Research to Promote Environmental Justice in a Latino Community in San Diego, California</i></p> <p>Santiago Fernandez-Bou et al., 2021. <i>Underrepresented, understudied, underserved: Gaps and opportunities for advancing justice in disadvantaged communities</i></p>	<b>Learning journal due 2/18 at 11:59pm</b>	<b>Partner communities identified</b>
6	3/1 and 3/3	Western science and local knowledges	<p>Bentz &amp; Shapiro, 1998. Chapter 1: Research - The New Context and a New Approach. <i>Mindful Inquiry in Social Research</i></p> <p>Fleras, 2004. <i>Research together differently: Bridging the research paradigm gap</i></p>	<b>Learning journal due 2/25 at 11:59pm</b>	
7	3/8 and 3/10	Implicit bias and positionality in CBPR	Sultana, 2007. <i>Reflexivity, positionality, and participatory ethics: Negotiating fieldwork</i>		

			<p><i>dilemmas in international research</i></p> <p>Vedantam , Shankar (March 9, 2018) Hidden Brain Podcast. <i>The Mind of the Village</i>.  <a href="https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understanding-our-implicit-biases">https://www.npr.org/2018/03/09/591895426/the-mind-of-the-village-understanding-our-implicit-biases</a> NPR Podcast</p>	<p><b>Learning journal due 3/4 at 11:59pm</b></p>	
8	3/15 and 3/17	Building trust and collaboration relationships	<p>Heckenberger, 2009. <i>Mapping Indigenous Histories: Collaboration, Cultural Heritage, and Conservation in the Amazon</i></p> <p>Covey, 1990. Principles of Empathic Communication. <i>The Seven Habits of Highly Effective People: Restoring the Character Ethic</i></p>	<p><b>Learning journal due 3/11 at 11:59pm</b></p> <p><b>Individual positionality statement due 3/20 at 11:59pm</b></p>	
9	3/22 and 3/24	Defining research questions with the community	<p>Corbin &amp; Strauss, 1990. <i>Grounded theory research: procedures, canons, and evaluative criteria</i>.</p> <p>Solorzano &amp; Yosso, 2002. <i>Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Educational Research</i>.</p>	<p><b>Learning journal due 3/18 at 11:59pm</b></p>	
10	<b><u>Spring Break 3/28 - 4/1</u></b>				
11	4/5 and 4/7	Ethical considerations in CBPR	<p>Swauger, 2011. Afterword: The Ethics of Risk, Power, and Representation</p>		

			Minkler, 2004. Ethical challenges for the “outside” researcher in community-based participatory research	<b>Learning journal due 4/8 at 11:59pm</b>	
12	4/12 and 4/14	Methods of Data Collection		<b>Learning journal due 4/15 at 11:59pm</b>	<b>Group presentations on CBPR methods: surveys, individual interviews, focus groups, ethnography, online ethnography.</b> Each group will pick one of those methods. Presentations should take 15 to 20 minutes (depending on the number of groups). Explain the method, how it applies to CBPR, and tell us why it is or it isn't a good fit for your research.
13	4/19a and 4/21	Sharing experiences and perceptions	No readings required.	No learning journal	Guest speakers
14	4/26 and 4/28	Analyzing data from a CBPR perspective	Devault, 1990. <i>Talking and listening from Women's Standpoint: Feminist strategies for interviewing and analysis</i>	<b>Learning journal due 4/29 at 11:59pm</b>	Guest speaker

15	5/3 and 5/5	Sharing results with the community	Delafield et al, 2016, <i>A Community-Based Participatory Research Guided Model for Dissemination of Evidence-Based Interventions</i>	<b>Learning journal due 5/6 at 11:59pm</b>	Guest speaker
16	5/10 and 5/12	<b>In class Presentations</b>			
	<b><u>Individual Report due May 18<sup>th</sup>, 2022 at 5pm</u></b>				

## Student Resources

### University Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. They offer tutoring appointments, writing workshops, and online tutorials and services.

They have drop-in tutoring sessions in Clark Hall, Suite 126, and regularly scheduled tutoring sessions on the second floor in the MLK Library. Contact them at: 408-924-2308, [writingcenter@sjsu.edu](mailto:writingcenter@sjsu.edu).

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://sjsu.edu/at/asc) at [sjsu.edu/at/asc](http://sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.

Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>

APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

Chicago: <https://owl.english.purdue.edu/owl/resource/717/01/>

For more detailed information on academic integrity, the University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit <http://www.indiana.edu/~wts/pamphlets.shtml> for more information.

### University Health and Healing Resources

Being a full time student, working, participating in extracurricular activities, providing support to our loved ones, can all take a pricey toll on our mental and physical health. Please take advantage of the many health and healing resources available at San Jose State University to foster your wellness.

- SJSU Student Health Center: (408) 924-6122 or online through the [SHCPatient Portal](http://shcpatient.sjsu.edu/login_directory.aspx) at [https://shcpatient.sjsu.edu/login\\_directory.aspx](https://shcpatient.sjsu.edu/login_directory.aspx).
- SJSU Counseling and Psychological Services: (408) 924-5910 or at [counseling.services@sjsu.edu](mailto:counseling.services@sjsu.edu). If you are experiencing a crisis, reach out to *The County Suicide & Crisis Line* at (855) 278-4204 or the

*National Suicide Prevention Lifeline at (800) 273-8255, both are available toll-free, 24 hours a day, 7 days a week.*