

Community Engaged Research

FALL 2022

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OFFICE HOURS: By appointment. Any in-person office hours will be announced on Avenue.

CLASSES: Wednesdays 2:30-5:20 in UH 102

Please email me if you have any difficulties accessing course materials

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Course Description

“Science is a way of thinking much more than it is a body of knowledge.”

Carl Sagan

In this course we will learn how to think about knowledge in a critical way and work with data and communities to advance social justice objectives. The course will begin with a discussion of power and privilege in knowledge production and present community engaged research (CER) as a response to the systemic marginalization of historically disadvantaged groups from the process and/or benefits of research. It will then explore three general dimensions of CER¹, namely relevance to and meaningful participation of communities (research process), reliance on suitable data and appropriate interpretation (research rigour), and mobilization of knowledge and people to address societal issues (research impact). This course draws from labour studies and other fields, such as health and education, which have rich scholarship on CER.

¹ These dimensions were developed at a 2014 Canadian summit titled “Pursuing Excellence in Collaborative Community-Campus Research”. <http://communityresearchcanada.ca/wp-content/uploads/2018/03/Towards-a-theory-of-change-for-CBR-projects.pdf>

Course Learning Objectives

At the end of this course, students will be able to:

- Understand the politics of knowledge production
- Appreciate the practical and ethical challenges involved in producing knowledge with and for communities
- Develop practical skills such as:
 - a) developing a solid research question
 - b) finding, organizing, evaluating, and summarizing literature and other data to support advocacy and policy development
 - c) interpreting and creating descriptive tables and figures
 - d) developing and communicating research messages to non-academic audiences

Required Materials and Texts

All readings are available on Avenue to Learn.

Course Evaluation Breakdown

Research question	15%	September 28
Literature review	25%	October 19
Quantitative data exercise	20%	November 9
Policy brief and presentation	25%	November 30 th and December 7
Class participation	15%	Throughout

Course Structure

Each week, classes will consist of lectures, discussions, and exercises.

Weekly Course Schedule and Required Readings

PART 1 – WHY COMMUNITY ENGAGED RESEARCH?

Week 1

September 7 – Course Overview / A History of Exploitation and Alienation from Research

Readings:

- Mosby, I. 2013. Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942-1952. *Social History*: 145-172.
- Reverby, S.M. 2021. Ugly History: The U.S. Syphilis Experiment (5:18 min). <https://www.youtube.com/watch?v=ZV7RzS8QRXE>

Week 2

September 14 – Bias in Research Questions, Methods, and Interpretation

Readings:

- Messing, K. 2014. Pain & Prejudice. What science can learn about work from the people who do it. BTL Books. Chapters 1 & 2 (pages 1-32).
- Huber L.P. 2009. Disrupting apartheid of knowledge: *testimonio* as methodology in Latina/o critical race research in education. *International Journal of Qualitative Studies in Education*. 22(6): 639-654.
- Premji, S. 2019. Discourse on culture in research on immigrant and migrant workers' health. *American Journal of Industrial Medicine*. 62(6): 460-470.

Week 3

September 21 – Science, Power, and Politics

Readings:

- Michaels, D. and Monforton, C. 2005. Manufacturing uncertainty: Contested science and the protection of the public's health and environment. *American Journal of Public Health*. Pages 1-10.
- Lippel, K. 2018. Occupational disease recognition. The science and politics in workers' compensation. IN: Sick and Tired. Health and Safety Inequalities (Premji, S. ed). Fernwood Publishing. Pages 65-78.
- Brophy, J.T., Keith, M.M, and McArthur, J.E. 2017. Breast cancer and work: why we need to build a movement. Unpublished. (7 pages)

Week 4

September 28 – What is Community Engaged Research?

Readings:

- Access Alliance. 2012. Community-based research toolkit: Resources and tools for doing research with community for social change. Chapter 1: Introduction to community-based research. Pages 3-14.
- Koster et al. 2012. Moving from research ON, to research WITH and FOR Indigenous communities: A critical reflection on community-based participatory research. *The Canadian Geographer*. 56(2): 195-210.
- Latulippe and Klenk. 2020. Making room and moving over: Knowledge co-production, Indigenous knowledge sovereignty and the politics of global environmental change decision-making. *Current Opinion in Environmental Sustainability*. 42: 7-14.

Research question due today

PART 2 – THE RESEARCH PROCESS

Week 5

October 5 – Finding, Organizing, and Summarizing Literature

Library research skills class. The class will teach students how to search for information using databases and how to cite sources properly and ethically. It will also introduce students to citation management software.

Readings:

- Calling Bullshit. How do you know a paper is legit?
https://www.callingbullshit.org/tools/tools_legit.html
- McMaster University Library (2020):
 - a) A guide to doing literature reviews. Read the modules (click on the left-hand side menu): <https://libguides.mcmaster.ca/c.php?g=712181&p=5076221>
 - b) Writing. Read the modules (click on the left-hand side menu):
<https://libguides.mcmaster.ca/c.php?g=718509&p=5130626>

Week 6

October 12 - Mid-term recess

Week 7

October 19 – CER in Practice – A Case Study

Zoom lecture: We will have guest speakers from the injured workers' movement.

Readings:

- Endicott, M. and Mantis, S. 2022. Who killed Sir William Meredith? A workers' comp murder mystery. Chapters 1, 2, & 11.

Literature review due today

Week 8

October 26 – Ethical Issues in CER

Readings:

- Janes, J.E. Less dangerous collaborations? Governance through community-based participatory research. IN: Unravelling research. The ethics and politics of knowledge production in the social sciences. Macias E. (Ed). Fernwood Publishing. Pages 131-153.
- Minkler M. 2004. Ethical challenges for the “outside” researcher in community-based participatory research. Health Education & Behavior, 31(6): 684-697.
- Access Alliance. 2012. Community-based research toolkit: Resources and tools for doing research with community for social change. Chapter 6: Ethics in community-based research. Pages 132-136.

PART 3 – RESEARCH RIGOUR

Week 9

November 2 – Quantitative Research for Social Change

Readings:

- Best, J. 2012. Damned lies and statistics. Untangling numbers from the media, politicians, and activists. University of California Press. This book is available in E-book format on the McMaster Library website. Introduction and Chapter 1 (pages 11-24).
- Hanley J, Premji S, Messing K, Lippel K. 2010. Action research for the health and safety of domestic workers in Montreal: using numbers to tell stories and effect

change. New Solutions, 20: 421-439.

In addition to the readings, review the following training modules from Statistics Canada (2013):

1) Variables: <https://www150.statcan.gc.ca/n1/edu/power-pouvoir/ch8/5214817-eng.htm>

2) Frequency distribution tables: <http://www.statcan.gc.ca/edu/power-pouvoir/ch8/5214814-eng.htm>

3) Measures of central tendency (calculating the mean, calculating the median, calculating the mode): <http://www.statcan.gc.ca/edu/power-pouvoir/ch11/5214867-eng.htm>

4) Range and Quartiles: <http://www.statcan.gc.ca/edu/power-pouvoir/ch12/5214890-eng.htm>

Week 10

November 9 – Qualitative Research for Social Change

Readings:

- Denzin, N. K. 2010. The qualitative manifesto. A call to arms. New York: Routledge. Introduction (10 pages).
- Sallee & Flood. 2012. Using qualitative research to bridge research, policy, and practice. Theory into Practice, 51(2): 137-144.
- Wadams & Park. 2018. Qualitative research in correctional settings: Researcher bias, Western ideological influences, and social justice. Journal of Forensic Nursing. 14(2): 72-79.

Quantitative data exercise due today

PART 4 – RESEARCH IMPACT

Week 11

November 16 – From Knowledge to Action

Readings:

- Access Alliance. 2014. Knowledge to action. A guide to knowledge translation and exchange using participatory film-making. Pages 1-13.
- Smylie, J. et al. 2004. Knowledge translation and indigenous knowledge. International Journal of Circumpolar Health. 63: 139-143.

- Endicott, M. and Mantis, S. 2022. Who killed Sir William Meredith? A workers' comp murder mystery. Chapter 9.

Week 12

November 23 – Scientific Evidence and the Fight for Justice

Readings:

- De Matteo and De Matteo. 2019. Workers' fight for justice: A retrospective exposure profile study of the GE factory in Peterborough, Ontario. *New Solutions*, 29(2): 138-166.
- Ruff, K. 2017. How Canada changed from exporting asbestos to banning asbestos: The challenges that had to be overcome. *International Journal of Environmental Research and Public Health*. 14: 1-9.

PART 5 – CONCLUSION

Week 13

November 30 – New Horizons for CER

Readings

- Teti, M. et al. 2021. Community-engaged qualitative scholarship during a pandemic: Problems, perils and lessons learned. *International Journal of Qualitative Methods*. Published online June 23.
- Kia-Keating, M. et al. 2017. Photography and social media use in community-based participatory research with youth: Ethical considerations. *Am J Community Psychol*. 60: 375-384.

Policy brief presentations today

Week 14

December 7 – Conclusion

There are no readings for this week.

Policy brief presentations today (continued). Policy brief to be submitted

Course Policies

SUBMISSION OF ASSIGNMENTS

All assignments should be submitted on Avenue.

LATE ASSIGNMENTS

Late assignments will be penalized 5% per day, including Saturdays and Sundays. The instructor will permit extensions for exceptional circumstances only.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on

online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be

aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ZOOM LECTURES

If need be (e.g., due to changes in public health guidelines, instructor illness, etc.), classes will be held on Zoom. Guidelines for attending Zoom lectures are as follows:

- The meeting link will be communicated to you on Avenue.
- Your mic will be muted upon entering the session. Wait to be called upon to unmute.
- Use the 'raise hand' function to ask questions.

Please let me know if you have any accommodation needs for Zoom meetings.