

# SOCSCI 708: Critical Approaches to Community-Based Research

* **Tuesday, January 10th 2023 to Tuesday, April 11th 2023**
* **This class will be held on Tuesdays from 4:30-7:20pm EST.**
* This course will be virtual (using Zoom) and synchronous. A Zoom link will be made available on the A2L page for SOCSCI 708.
* **Instructor: Mary Vaccaro**
* **Office hours: By appointment**
* **Email:** [**vaccarm@mcmaster.ca**](mailto:vaccarm@mcmaster.ca)

# Table of Contents

[**Course Overview 1**](#_Toc12606605)

[**Course Requirements/Assignments 3**](#_Toc12606606)

[**Assignment Submission and Grading 5**](#_Toc12606607)

[**Student Responsibilities 6**](#_Toc12606608)

[**Course Weekly Topics and Readings 8**](#_Toc12606609)

# Course Overview

## Course Description:

This course introduces students to critical approaches in community-based research in the social sciences. It is intended for graduate students at the MA and PhD level in the social sciences or related fields who are interested or engaged in scholarship from a community-based perspective.

## Course Objectives:

* To provide students with a working knowledge of the theoretical foundation and history of community-based research;
* To provide students with a practical understanding of the methodologies and approaches taken up within community-based research;
* To provide students with an entry into the practice of community-based research with an attention to: i) developing a critical analysis of collaboration; ii) analyzing and evaluating strategies aimed at community-based participation and leadership; iii) developing a critical analysis of community-based research ethics; and iv) developing a critical understanding of engaging in research for social change.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course is organized as a series of seminars that will cover various topics pertaining to community-based participatory research. The seminars will happen in real-time each Tuesday from 4:30-7:20pm EST using Zoom.

The seminars are designed to create a participatory, dialogical and collaborative environment for collective & mutual learning. As adult learners, students are encouraged to think critically and connect classroom discussion with their own personal, professional and political experiences as researchers. Students are also expected to take responsibility as active participants throughout this learning process.

Guest speakers will join the class multiple weeks to share their insights and experiences related to community-based research. We will also spend class time clarifying, discussing, and critically examining the assigned readings. Students are expected to take responsibility for summarizing the key themes of the articles, identifying theoretical and practical issues, and reflecting on their own experiences of research. As every member of the class will bring different perspectives and experiences, students and the instructor are all understood as co-learners. Discussion should be conducted in a supportive and respectful manner and be aimed at enhancing one another’s intellectual and professional development.

## Required Texts:

Links to the assigned readings will be outlined for each week in the syllabus and on Avenue to Learn.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. **Virtual Dialogue Facilitation (20%)** – **Due TBD** - we will schedule presentations on Week 1.
2. **Critical Reflection Papers –** **2 papers x 20% each = 40%**   
   These are due one week after the content is presented in class.   
   #1 - Due: Any time before Reading Week (20%)  
   #2 – Due: Any time before April 12th (20%)
3. **Final Paper (30%)** – Due April 13, 2023
4. **Participation (10%)** – Throughout the term.

## Requirement/Assignment Details

1. **Virtual Dialogue Facilitation –  
   Weeks to be determined - 20%**

Each week a student (or a pair of students) will facilitate a 20–30-minute virtual reflective dialogue in the class – based on the content of that week.

This asks that you engage the class in reflecting on the readings and critical questions posed and ask new questions based on your own understandings. You might choose to draw on an issue, use a case example or find another activity-based away of engaging your peers in thinking about these questions.

A strong dialogue will spend time considering about how to facilitate the participation and engagement of classmates virtually. Details about designating weeks and how presenters will be assessed will be provided at the start of the term.

1. **Critical Reflection Papers –**

You will write two critical reflection papers each will be 6-8 pages. You may choose to submit this using an alternate format including a podcast or presentation (12 minutes), photovoice or other arts-based submission (TBD).

**20% Reflection Paper - (based on one week’s content from before Reading Week)**

**20% Reflection Paper - (based on one week’s content from after Reading Week)**

These reflection papers should draw on he content from the week you are focusing on including readings, class discussion and lecture/guest lectures. Organize your paper around the reflection questions posed in the course outline – and your own questions based on your understanding of the content. You should focus on a ‘community’ that you currently work with or would like to work with in the future.

1. **Final Paper**

**Due April 13, 2023, worth 30%**

The purpose of this paper is to consolidate what students have learned from the readings, class discussion and personal reflections on community-based research and research as a part of a larger social change / social justice project.

**You can choose between Topic A and Topic B or if you have an alternative idea for the assignment that would fit – get in touch with Mary!**

**Topic A: Analytic Paper -** Identify, describe and analyze some aspect of CBR (for example a CBR principle that you wish to include in your current or future research projects) with which you wish to achieve greater familiarity. The paper must include a comprehensive review of background literature of the CBR concept and/or principle and why this concept is important for your research and the community/community organization that you are working with, the methodological and ethical tensions that you may experience, and how you plan on working with the community to address these tensions.

**Topic B: Practical Paper -** Students involved in a CBR project (either now or previously) may submit a critical analysis of their experience in which they draw on CBR concepts, principles, guest lectures, class discussions and readings, to critically evaluate the project and study day to day issues in the course of implementation. The paper must include background on the community and your relationship with the community, literature which addresses the core CBR issues related to the project, a reflection on the methodological and ethical tensions you are experiencing (or previously experienced), and lessons learned.

1. **Participation – 10%**

Ongoing reflection, dialogue and participation is an important part of this course. Each week there are assigned readings and a few questions to reflect on relating on doing’ CBR with a community you are currently working with or that you wish to work with. The intent is that you come prepared to reflect on readings, engage with lecturers and guest lectures and come prepared to participate in class discussions. Your participation mark will be based on attending class and participating in class discussion and contributing to the virtual dialogues facilitated by your peers.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page). Submit all assignments in Microsoft Word.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman or Arial or Calibri, 12 pt font), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page). Papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a back-up copy of your assignments.

## Avenue to Learn and Zoom

In this course, we will be using Zoom, and using Avenue to Learn as a repository for weekly content and as a way to facilitate discussions among students throughout each week. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

Assignments should be submitted to the professor via Avenue to Learn on the due date unless other arrangements have been negotiated and agreed on.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

## 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.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings and the class discussions. Furthermore, the expectation is that students will attend all lectures. If a student is unable to attend class (due to illness etc.), please ensure that you communicate with the instructor that you will be absent.

## 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. 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf).

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

## 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](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## 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.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## 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.

# Course Weekly Topics and Readings

## Week 1: January 10th, 2023

### Topic:

* Introductions: to each other, to the course, to community-based research

### Assigned Content:

* Review the video “[What is Community-Based Research](https://www.youtube.com/watch?v=UY8sZcicyoQ)”
* Review the presentation “[Our Approach to Community Based Research](https://www.communitybasedresearch.ca/our-approach)”

### Reflection Questions:

What is your area of interest / research topic? What are your goals and aspirations for this course? What knowledge and skills do you wish to strengthen through this course? What does community-based research mean to you? What experiences have you had related to community engagement and/or community-based research that you will be drawing upon for this course?

## Week 2: January 17th, 2023

### Topic:

* Overview of community-based research approaches
* Constituting and defining community
* Connections between CBR and action

### Assigned Content:

* 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.
* Salmon, A., Browne, A., Pederson, A. (2010). ‘Now we call it research:’ participatory health research involving marginalized women who use drugs. *Nursing Inquiry* 14(4), 336-345.
* Kwan, C., & Walsh, C. (2018). Ethical issues in conducting community-based participatory research: A narrative review of the literature. *The Qualitative Report*, 23 (2), 369-386.

### Reflection Questions:

What constitutes ‘community’ and how might this apply to CBR? How might research be developed from community-identified needs and community engagement strategies? How might a study be framed within a social and political context and from a ‘community’ perspective? How does CBR align or contradict with your own understandings of research?

## Week 3: January 24, 2023

### Topic:

* Decolonizing Approaches to Community Based Research
* Researching with Indigenous Communities

### Assigned Content:

* Flicker, S., O'Campo, P., Monchalin, R., Thistle, J., Worthington, C., Masching, R., Guta, A., Pooyak, S., Whitebird, W., & Thomas, C. (2015). Research Done in "A Good Way": The Importance of Indigenous Elder Involvement in HIV Community-Based Research. *American journal of public health*, 105(6), 1149–1154.
* Peltier, D., Martin, C., & Masching, R., Standup, M., Cardinal, C., Nicholson, V., Kazemi, M., Kaida, A., Warren, L., Jaworsky, D., Gervais, L., Pokomandy, A., Bruce, S., Greene, S., Becker, M., Cotnam, J., Larkin, K., Beaver, K., Bourassa, C.,& Loutfy, M. (2020). A Journey of Doing Research “In a Good Way”: Partnership, Ceremony, and Reflections Contributing to the Care and Wellbeing of Indigenous Women Living with HIV in Canada. *International Indigenous Policy Journal*. 11. 1-19. 10.18584/iipj.2020.11.4.8215.
* Canadian Aboriginal AIDS Network. So you want to do community-based research An introduction to CBR. (June, 2021). Retrieved online from: https://caan.ca/wp-content/uploads/2021/07/So-you-want-to-do-community-based-research-An-introduction-to-CBR-June2021.pdf

**Guest Speaker:** Contributor to Calls for Justice – MMIWG Final Report

### Reflection Questions:

What does it mean to conduct research from Indigenous and decolonizing worldviews (epistemologically, ethically, methodologically, procedurally)? What are some of the ways CBR operates within Indigenous communities and by Indigenous researchers and community leaders? How might we think about CBR in the context of decolonizing methodologies?

## Week 4: January 31st, 2023

### Topic:

* Negotiating partnerships
* Building and maintaining trust
* Working between academic and community-based research

**Guest Lecture: Violetta Nikolskaya**YWCA Hamilton x Community-based Research Platform at McMaster University

### Assigned Content:

* Maiter, S., Simich, L, Jacobson, N, and Wise, N. (2008). Reciprocity: an ethic for community-based participatory *Action Research*, 6(3), 305-325.
* Travers, R., Pyne, J., Bauer, G., Munro, L., Giambrone, B., Hammond, R., & Scanlon, K. (2013). ‘Community Control’ in CBPR: Challenges experienced, and questions raised from the Trans PULSE Project. *Action Research*, 11(4), 403-422.
* Wilson, M. G., Lavis, J. N., Travers, R., and Rourke S. B. (2010). Community-based knowledge transfer and exchange: Helping community-based organizations link research to action. *Implementation Science*, 5(1), 33.

### Reflection Questions:

What does it mean to develop research partnerships between community organizations, researchers, and academic institutions? How might the ‘community’ influence, shape and construct research, engagement, and action? How are issues of partnership, collaboration, trust, and decision-making addressed? How might power differentials be negotiated and leveraged?

## Week 5: February 7th, 2023

### Topic:

* Community Based Research Ethics – beyond the Research Ethics Board

**Guest Speaker:** Creators of the Manifesto for Ethical Research in the Downtown Eastside

### Assigned Content:

* Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe, A. and Strachan, A. (2013). [Everyday ethics in community-based participatory research](https://www.tandfonline.com/doi/pdf/10.1080/21582041.2013.769618). *Contemporary Social Science*, 8(3), 263-277.
* Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G. Joe, D., Leech-Crier, N., Marsh, S., McLeod, J., Neufeld, S.D., Pham, S., Shaver, L., Smith, P., Steward, M., Wilson, D., and Winter, P. (2018). [Research 101: A Manifesto for Ethical Research in the Downtown Eastside](https://www.westcoastleaf.org/2020/06/10/dtes-ethical-research-manifesto/).
* Reid, C., & Brief, E. (2009). Confronting condescending ethics: how community-based research challenges traditional approaches to consent, confidentiality, and capacity. *Journal of Academic Ethics*, 7, 75–85.

### Reflection Questions:

What are some ethical considerations when conducting CBR? What might be some ethical issues that extend beyond the research ethics boards (e.g. thinking about an ethical research practice and ‘community ethics’)? How do we imagine ethical research in partnership with community?

## Week 6: February 14th, 2023

### Topic:

* Negotiating meaningful and ethical participatory processes in CBR

### Assigned Content:

* Arieli, D., & Friedman, V., & Agbarria, K. (2009). The paradox of participation in action research. *Action Research*, (7), 263-290.
* Clover, D. (2011). Successes and challenges of feminist arts-based participatory methodologies with homeless/street-involved women in Victoria. *Action Research*, 9, 12-26.
* Greene, S., Muchenje, M., Cotnam, J., Dunn, K., Frank, P., Nicholson, V., Odhiambo, A.J., Shore, K., Kaida, A. [Learning, Doing and Teaching Together: Reflecting on our arts-based approach to research, education and activism with women living with HIV.](https://esj.usask.ca/index.php/esj/article/view/68350) Engaged Scholar Journal, 9.

### Reflection Questions:

What are some of the facilitators of/barriers to meaningful participation in CBR? How might we tailor our conceptions of participation in ways that meet the needs of the communities we are researching with? What might make a research process meaningful for community? How does our conceptualizations of meaningful participation impact the methodologies and methods we use in CBR?

## Week of February 20-24, 2023 - Mid-Term Break

No Class

## Week 7: February 28th, 2023

### Topic:

* Negotiating our own identity in relation to CBR
* Navigating dual roles in CBR

### Assigned Content:

* Coy. M. (2006). This Morning I’m a Researcher, This Afternoon I’m an Outreach Worker: Ethical dilemmas in practitioner research. *International Journal of Social Research Methodology*, 9(5), 419-431.
* Minkler, M. (2004). Ethical challenges for the 'outside' researcher in community-based participatory research. *Health Education & Behaviour*, 31 (6): 684-697.

### Reflection Questions:

What are the benefits and challenges of being an insider when doing CBR? What are the benefits and challenges of being an outsider? How might you navigate dual roles that you hold in relation to the community you are researching with? What ethical and practical considerations must be thought through when navigating your own identity as a community-based researcher?

## Week 8: March 7th, 2023

### Topic:

* Peer Researcher Involvement in Community-Based Research

**Guest Speaker:** Jammy Lo (Hamilton Social Medicine Response Team and Keeping Six)

### Assigned Content:

* Greene, S. (2013). Peer research assistantships and the ethics of reciprocity in community-based research. *Journal of Empirical Research on Human Research Ethics*, 8(2), 141-152.
* Damon, W., Callon, C., Wiebe, L., Small, W., Kerr, T., & McNeil, R. (2017). Community-based participatory research in a heavily researched inner city neighbourhood: perspectives of people who use drugs on their experiences as peer researchers. *Social science & medicine*, 176, 85-92.
* MacKinnon, K. R., Guta, A., Voronka, J., Pilling, M., Williams, C. C., Strike, C., & Ross, L. E. (2021). The Political Economy of Peer Research: Mapping the Possibilities and Precarities of Paying People for Lived Experience. *The British Journal of Social Work*, 51(3), 888-906.

### Reflection Questions:

What are some models of involving ‘peers’ as members of CBR teams? What roles might they take on in a CBR project or how might this be organized? What are the benefits of this approach? What are the potential tensions or complexities of involving peer research assistants in CBR?

## Week 9: March 14th 2023

### Topics:

* Participatory approaches to data analysis
* Involving the ‘community’ in the analysis phase

### Assigned Content:

* Flicker, S., & Nixon, S. A. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. Health Promotion International, 30(3), 616-624.
* Capous-Desyllas, M., & Bromfield, N. F. (2018). [Using an arts-informed eclectic approach to PhotoVoice data analysis](https://journals.sagepub.com/doi/pdf/10.1177/1609406917752189). International Journal of Qualitative Methods, 17(1), 1-14.
* Vaccaro, M-E. (2020). [Reflections on ‘doing’ participatory data analysis with women experiencing long-term homelessness](https://doi-org.libaccess.lib.mcmaster.ca/10.1177/1476750320974429). Journal of Action Research.

### Reflection Questions:

Is it important to engage in participatory approaches to data collection and analysis? How can non-academic researchers play a meaningful role in analysis? What are some of the benefits of involving the community in the analysis phase of research? What are some of the challenges?

## Week 10: March 21st, 2023

### Topic:

* Issues of Power, Control & Ownership in CBR

### Assigned Content:

* Watch: [Understanding OCAP](https://fnigc.ca/ocap-training/)
* The Jane Finch Community Research Partnership. [Principles for Conducting Research in the Jane Finch Community](https://janefinchresearch.ca/research-principles). (2020, April).
* Janes, J. E. (2016). Democratic encounters? Epistemic privilege, power, and community-based participatory action research. *Action Research*, 14(1), 72-87.

### Reflection Questions:

How might issues of data ownership and control be handled as part of community-university partnerships and more broadly in CBR? What are some ethical and logistical/practical challenges to consider as it relates to collaboration and control? Why is it important to determine who has ‘control’ and ‘ownership’ over the data generated from CBR projects?

## Week 11: March 28th, 2023

### Topic:

* Knowledge Mobilization and Dissemination

### Assigned Content:

* Kukkonen, T., & Cooper, A. (2019). An arts-based knowledge translation (ABKT) planning framework for researchers. *Evidence & Policy*, 15(2), 293-311.
* Katz, A. S., Hardy, B. J., Firestone, M., Lofters, A., & Morton-Ninomiya, M. E. (2019). [Vagueness, power and public health: use of ‘vulnerable ‘in public health literature](https://doi.org/10.1080/09581596.2019.1656800). *Critical Public Health*, 1-11.
* Wilson, M. G., Lavis, J. N., Travers, R., & Rourke, S. B. (2010). Community-based knowledge transfer and exchange: helping community-based organizations link research to action. *Implementation science* : *IS*, 5, 33.

### Reflection Questions:

What are some ways to conceptualize and ‘do’ knowledge translation, knowledge mobilization, and dissemination in participatory and community-based research? How do we share our research in ways that have implications for social change and policy change? What narratives or perceptions do we produce, challenge and/or reify through our (community-based) research?

## Week 12: April 4th 2023 –

### Topic:

* Research as resistance
* Research for social change
* Research as a vehicle for influencing policy

**Guest Speaker: TBA**

### Assigned Content:

* Sandwick, T., Fine, M., Greene, A. C., Stoudt, B. G., Torre, M. E., & Patel, L. (2018). Promise and provocation: Humble reflections on critical participatory action research for social policy. *Urban Education*, 53(4), 473-502.
* Lewis, A. G. (2012). Ethics, activism and the anti-colonial: Social movement research as resistance. *Social Movement Studies*, 11(2), 227-240.

### Reflection Questions:

Do you believe CBR has the potential to bring about social change? Why or why not? Can research help us to reimagine unjust institutional policies and systems? Can research be a form of resistance and activism? What needs to be put in place to ensure CBR is orientated towards social justice work?

## Week 13: April 11th, 2023

### Topic:

* Course Wrap Up & Final Reflections

### Assigned Content:

No readings.

### Reflection Questions:

What are your broad reflections on the course and our time together? What are your takeaways from the course? What are some of your unanswered questions, tensions or conceptual puzzles in relation to CBR?