Psychology 261 (Spring 2011)
Participatory Action Research

Instructor: Gina Langhout   **Office:** 263 Social Sciences 2
Phone: 459-2535   **Email:** langhout@ucsc.edu
Course time: 10:00-1:15 Tu   **Location:** SS2, Rm 137
Office Hours: Th 12:30 pm - 1:15 pm, or by appointment

Course Description:

Participatory Action Research (PAR) is used in psychology, public health (known as CBPR, or community-based participatory research), evaluation (participatory evaluation), community development (AR, or action research), popular education (praxis), and rural development (PRA, or participatory rural appraisal), to name a few disciplines. PAR can be used as a method, or can be an epistemological choice. In this class, we will focus primarily on PAR as an epistemological standpoint. In a 10-week course, we can only begin to scratch the surface of delving into the deep processes that are implicated with PAR. These processes include how we understand science and knowledge production, the overall goals of science, ethics, the role of the university researcher in the process, critiques, and how to determine if a study is rigorous. We will examine these issues primarily from the psychological literature, but we will also read from CBPR, popular education, and AR literatures. PAR is an activist model, and presumes that the research is intended to facilitate social change for social justice. For these reasons, we will work to be critical friends to one another, challenging and supporting each other as we move toward a PAR framework.

Course Objectives:

1. Learn about how PAR fits into philosophies of science.
2. Learn about the theoretical underpinnings of PAR as an epistemology.
3. Learn about the ethics of PAR.
4. Gain experience with considering the positionality of the researcher in PAR.
5. Learn about ways to assess the rigor of PAR studies.
6. Gain experience with critiquing PAR.

Ground Rules:

1. Every person is to be respected.

2. Be on time to class.

3. Plagiarism, or using another's thoughts, words, or ideas without credit, will result in a failing grade for the assignment and likely for the entire course. Other's ideas must be credited. Exact quotes are to be in quotation marks and include the author name, date, and page number. If you are unsure about how to cite or what to cite, please see me and/or visit http://www.ucsc.edu/academics/academic_integrity/.

4. Commercial distribution of class notes and materials is not permitted - From
http://news.ucsc.edu/2010/11/course-notes-notehall.htm: "Please note that students may be
disciplined for selling, preparing, or distributing course lecture notes for any commercial
purpose, whether or not the student himself or herself took the notes. The unauthorized sale
of lecture notes (and handouts, readers or other course materials) is a violation of campus
policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action
for violating campus policies may include disciplinary probation, suspension, or dismissal,
which may have serious effects on your academic careers. The sale of classroom notes is also
a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil
penalties of up to $25,000 depending on the number of offenses. It may also constitute
copyright infringement subject to legal action."

5. If you qualify for classroom accommodations because of a disability, please submit your
Accommodation Authorization from the Disability Resource Center (DRC) to me, during my
office hours, within the first two weeks of the quarter. Contact DRC: 459-2089 V, 459-4806
TTY.

6. A late assignment will lose 5% each day that it is late. You always have the option to turn a
paper in early if you have a conflict.

Required Readings:

The books can be purchased at the Bay Tree Bookstore.

Maguire, P. (1987). *Doing participatory research: A feminist approach*. Amherst, MA: The
Center for International Education.
McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage.

Reading Packet: These articles can be purchased at the Bay Tree Bookstore, and are available on
e-commons (go to http://ecommons.ucsc.edu and log in; you can find the webpage for our class
in either your "Quicklinks" or "My Workspace" pages. If you are having troubles, then at
ecommons.ucsc.edu, read the document entitled "Startup Help for Students").

Requirements:

1. In-class participation (10% of grade). Your participation includes promptness to class,
attending class, and contributions to class discussions. Completing the assigned readings for that
day of class will be essential to participation in class discussions.

2. Discussion questions (5% of grade). The bulk of our class time will be focused on discussion.
Each person will turn in two discussion questions every week. The discussion questions should
be based on something that can actually generate a discussion and should be sent out to the entire
class. As a class, we will jointly determine when these discussion questions should be turned in.
[Note: we determined that questions are due on _____by ____am/ pm.]

3. In-class facilitation (20% of grade). You will work in groups of two to facilitate class discussion twice over the course of the quarter. You can use the discussion questions in your facilitation, but you may also want to determine some broader synthesis points. See sign-up sheet.

4. Short papers (20% of grade). There will be two short papers (4-5 pages, double spaced) over the course of the quarter. In the first paper, you will answer the following question: What is the great work of humanity in our time and how are our individual human projects aligned with it? You should talk about your research as part of your human project, but you are not required to write only about your research. This paper is due **April 12**. In the second paper, you will situate yourself in terms of your own research. This is extremely important because in all PAR projects, part of your learning is done through your body. As a result, we need to understand better the role that our bodies play in our research. This paper is due **May 10.**

5. Critical review (15% of grade) – Peer review is an important part of the research process. Analyzing a paper for the purpose of writing a peer review can also help to put you in touch with your own research in new ways. Choose one PAR paper that we have read in the course and write a peer review of that paper, like you would if it had been submitted for publication to a journal. (We will go over an example of what this should look like.) This review is due **May 24.**

6. Final paper (15-17 pages, 30% of grade). You have a few choices for your final paper. You can either (1) design a PAR project, (2) complete an information gathering paper/community mapping project of a community where you currently conduct research (and where you might be interested in conducting a PAR project in the future) or where you plan to conduct research, or (3) select a topic that we have covered in the course and examine it more deeply. This paper is due **June 9** by 10 am**.**

    (1) If you decide to design a PAR project, then your paper must include a description of the organization/community with whom you plan to work (or where you are already working). You must also provide a history of your developing relationships/partnerships, a description of the problem/issue/questions and the processes you will engage to address it/them, a review of the relevant literature and resources related to the problem(s) that will contribute to the research, and your intended strategy for analyzing the data you will gather. You should also discuss what action(s) and/or theory(ies) you anticipate will be generated through your project and how you will use the strategies described above to develop them. Finally, you will need to discuss the challenges that you foresee in carrying out this PAR project. Your PAR design or PAR project may include methods touched upon in class, or other methods that are sometimes used in PAR (questionnaires, photography, interviews, drama, video, etc.), and may focus on program development and design, advocacy and/or policy development, organizing and social change, participatory evaluation, etc. If you decide to take this option, then you should consult with me as soon as possible.

    (2) Information gathering/community mapping project - See handout

(3) Select a topic of interest that has been discussed in this course (e.g., ethical considerations of PAR; challenges of PAR; power in the PAR research process; reflexivity; PAR and feminist research; etc) that you would like to explore in depth. Critically review the literature on this topic. Based on your literature review, develop a short list of issues that you will address (in depth) in your paper. The literature review and your key issues should generate research questions for future work. Your paper should include at least three possible researchable PAR questions that you derive from your critical literature review.

(4) A paper based on your PAR experience. See me by April 12 if you want to choose this option.

Class Schedule

March 29: Housekeeping; Philosophies of Science and Epistemological Issues

- ❖ Expectations
- ❖ Examination of (and adjustments to?) the syllabus
- ❖ Determining agreements for the quarter, to build a teaching-learning community

Readings:
Kuhn, T. (1962). Chapter VIII: The response to crisis. In T.S. Kuhn. *The structure of scientific revolutions* (pp. 77-91). Chicago: University of Chicago.

Maguire, P. (1987).Chapter 1: Introduction. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 1-8). Amherst, MA: The Center for International Education.

Maguire, P. (1987).Chapter 2: Different lenses for viewing reality: Paradigms and research. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 9-27). Amherst, MA: The Center for International Education.

Nelson, G., & Prilleltensky, I. (2005). The foundations of community research. In G. Nelson & I. Prilleltensky (Eds.). *Community psychology: In pursuit of liberation and well-being* (pp. 235-254). New York: Palgrave Macmillan.

Nelson, G., & Prilleltensky, I. (2005). Community research methods: Post-positivist and social constructivist paradigms. In G. Nelson & I. Prilleltensky (Eds.). *Community psychology: In pursuit of liberation and well-being* (pp. 255-274). New York: Palgrave Macmillan.

Nelson, G., & Prilleltensky, I. (2005). Community research methods: Critical paradigm. In G. Nelson & I. Prilleltensky (Eds.). *Community psychology: In pursuit of liberation and well-being* (pp. 277-289). New York: Palgrave Macmillan.

April 5: What is PAR?

Readings:
Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues, 2*, 34-46.

Bargal, D. (2007). Personal and intellectual influences leading to Lewin's paradigm of action research: Towards the 60th anniversary of Lewin's 'Action research and minority problems' (1946). *Action Research, 4*(4), 367-388.

McIntyre, A. (2008). Participatory action research. In A. McIntyre, *Participatory action research* (pp. 1-14). Los Angeles, CA: Sage.

McIntyre, A. (2008). Participatory action research: What it means and how it works. In A. McIntyre, *Participatory action research* (pp. 15-32). Los Angeles, CA: Sage.

Maguire, P. (1987).Chapter 3: Adjusting the lens: Participatory research. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 28-47). Amherst, MA: The Center for International Education.

April 12: Examples of PAR

Short paper #1 due (share in class)

Readings:

Lykes, M.B., in collaboration with the Association of Maya Ixil Women (2006). Creative arts and photography in participatory action research in Guatemala. In P. Reason & H. Bradbury (Eds.). *Handbook of action research: Concise paperback edition* (pp. 269-278). Thousand Oaks, CA: Sage.

Dominguez, N., Duarte, Y., Espinosa, P.J., Martinez, J., Nygreen, K., Perez, R., Rameriz, I., & Saba, M. (2009). Constructing a counternarrative: Students Informing Now (S.I.N.) reframes immigration and education in the United States. *Journal of Adolescent and Adult Literacy, 52*, 439-442.

Ren, J., & Langhout, R.D. (2010). A recess evaluation with the players: Taking steps toward participatory action research. *American Journal of Community Psychology, 46*, 124-148.

Nowell, B.L., Berkowitz, S.L., Deacon, Z., & Foster-Fishman, P. (2006). Revealing the cues within community places: Stories of identity, history, and possibility. *American Journal of Community Psychology, 37*(1-2), 29-46.

Chavis, D.M., Stuky, P.E., & Wandersman, A. (1983). Returning basic research to the community: A relationship between scientist and citizen. *American Psychologist, 38,* 424-434.

April 19: Theories of PAR and Knowledge Construction

Readings:

Fals-Borda, O. (2008). Participatory (action) research in social theory: Origins and challenges. In P. Reason & H. Bradbury (Eds.). *Handbook of action research: Concise paperback edition* (pp. 27-37). Thousand Oaks, CA: Sage.

Gaventa, J., & Cornwall, A. (2006). Power and knowledge. In P. Reason & H. Bradbury (Eds.). *Handbook of action research: Concise paperback edition* (pp. 71-82). Thousand Oaks, CA: Sage.

Freire, P. (1970). Chapter 3. In *Pedagogy of the oppressed* (pp. 87-124). New York: Continuum.

Greenwood, D.J., & Levin, M. (2005). Reform of the social sciences and of universities through action research. In N.K. Denzin & Y.S. Lincoln (Eds.). *Sage handbook of qualitative research (third edition)* (pp. 43-64). Thousand Oaks, CA: Sage.

April 26: PAR and Ethics

Readings

Haney, W., & Lykes, M.B. (2000). Practice, participatory research and creative research designs: The evolution of ethical guidelines for research. In F.T. Sherman, & W.R. Torbert (Eds.). *Transforming social inquiry, transforming social action: New paradigms for crossing the theory/practice divide in universities and communities. Outreach scholarship series* (pp. 275-294). New York: Kluwer Academic/Plenum Publishers.

Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-based participatory research. *Health Education & Behavior, 31*(6), 684-697.

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: Theory & Practice, 9*(5), 419-431.

Fine, M. & Torre, M.E. (2006). Intimate details: Participatory action research in prison. *Action Research, 4*(3), 253-269.

Porter, G. Hampshire, K., Bourdillon, M., Robson, E., Munthali, A., Abane, A., & Mashiri, M. (2010). Children as research collaborators: Issues and reflections from a mobility study in sub-Saharan Africa. *American Journal of Community Psychology, 46*, 215-227.

May 3: PAR and Reflexivity

Readings:

Williams, J., & Lykes, M.B. (2003). Bridging theory and practice: Using reflexive cycles in feminist participatory action research. *Feminism & Psychology, 13*(3), 287-294.

Langhout, R.D. (2006). Where am I? Locating myself and its implications for collaborative research. *American Journal of Community Psychology, 37,* 267-264.

Peshkin, A. (1988). In search of subjectivity: One's own. *Educational Policy, 17*, 17-22.

Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N.K. Denzin & Y.S. Guba (Eds.). *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.

Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education, 16*(2), 175-196.

Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review, 66*(4), 711-7631.

Smith, L., Bratini, L., Chambers, D., Jensen, R., & Romero, L. (2010). Between idealism and reality: Meeting the challenges of participatory action research. *Action Research, 8*, 407-425.

May 10: Critiques of PAR

Short paper #2 due (share in class)

Readings:
Maguire, P. (2008). Uneven ground: Feminisms and action research. In P. Reason & H. Bradbury (Eds.). *Handbook of action research: Concise paperback edition* (pp. 60-69). Thousand Oaks, CA: Sage.

Edmunson Bell, E. (2008). Infusing race into the US discourse on action research. *Handbook of action research: Concise paperback edition* (pp. 49-59). Thousand Oaks, CA: Sage.

Kothari, U. (2001). Power, knowledge, and social control in participatory development. In B. Cooke & U. Kothari (Eds.), *Participation: The new tyranny?* (pp. 139-152) New York: Zed Books.

Hickey, S. & Mohan, G. (2004). Towards participation as transformation: Critical themes and challenges. In S. Hickey & G. Mohan (Eds.). *Participation: From tyranny to transformation? Exploring new approaches to participation in development* (pp. 3-24). New York: Palgrave Macmillan.

Maguire, P. (1987).Chapter 5: Toward a feminist participatory research framework: Challenging the patriarchy. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 74-108). Amherst, MA: The Center for International Education.

Mohan, G. & Hickey, S. (2004). Relocating participation within a radial politics of development: Critical modernism and citizenship. In S. Hickey & G. Mohan (Eds.). *Participation: From tyranny to transformation? Exploring new approaches to participation in development* (pp. 59-74). New York: Palgrave Macmillan.

Optional:
Maguire, P. (1987).Chapter 4: Participatory research: Another male monopoly? Acknowledging the androcentric filter. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 48-73). Amherst, MA: The Center for International Education.

May 17: How to

Reading:
Maguire, P. (1987).Chapter 6: Participatory research as a feminist: Learning by doing. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 74-108). Amherst, MA: The Center for International Education.

Maguire, P. (1987).Chapter 7: Uncovering generative themes: Learning through dialogue. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 109-157). Amherst, MA: The Center for International Education.

Maguire, P. (1987).Chapter 8: In the midst of feminist participatory research: Learning together. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 158-179). Amherst, MA: The Center for International Education.

McIntyre, A. (2008). Action and change in participatory action research. In A. McIntyre, *Participatory action research* (pp. 33-48). Los Angeles, CA: Sage.

Optional:
> Randall, M. (1985). *Testimonios: A guide to oral history.* Toronto: The Participatory Research Group.

May 24: Challenges of PAR

Critical review due (share in class)

Reading:
> Dworski-Riggs, D., & Langhout, R.D. (2010). Elucidating the Power in Empowerment and the Participation in Participatory Action Research: A Story about Research Team and Elementary School Change. *American Journal of Community Psychology, 45*(3), 215-230.
>
> Duckett, P., Kagan, C., & Sixsmith, J. (2010). Consultation and participation with children in healthy schools: Choice, conflict and context. *American Journal of Community Psychology, 46*, 167-178.
>
> Cornwall. A. (2004). Spaces for transformation? Reflections on issues of power and difference in participation in development. In S. Hickey & G. Mohan (Eds.). *Participation: From tyranny to transformation? Exploring new approaches to participation in development* (pp. 75-91). New York: Palgrave Macmillan.
>
> Cooke, B. (2004). Rules of thumb for participatory change agents. In S. Hickey & G. Mohan (Eds.). *Participation: From tyranny to transformation? Exploring new approaches to participation in development* (pp. 42-56). New York: Palgrave Macmillan.

May 31: Evaluating Rigor

Readings:
> Rappaport, J. (1990). Research methods and the empowerment social agenda. In P. Tolan, C. Keys, L. Jason (Eds.). *Researching community psychology: Issues of theory and methods* (pp. 51-63). Washington, DC: American Psychological Association.
>
> Prillelsensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. *American Journal of Community Psychology, 31*, 195-201.
>
> Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. *Interchange, 17*(4), 63-84.
>
> Maguire, P. (1987).Chapter 9: Assessment of feminist participatory research through the reflection-action cycle. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 180-199). Amherst, MA: The Center for International Education.
>
> Maguire, P. (1987).Chapter 10: A feminist participatory research framework. In P. Maguire, *Doing participatory research: A feminist approach* (pp. 200-215). Amherst, MA: The Center for International Education.
>
> McIntyre, A. (2008). What constitutes "research" in participatory action research? In A. McIntyre, *Participatory action research* (pp. 49-60). Los Angeles, CA: Sage.