



New Course

SPA - 3XX

Catalog Course Title: Community-Based Research

Name and contact information for future correspondence:

Jane Palmer jpalmer@american.edu x3118

Academic Unit - School/College:

- CAS
- KSB
- SOC
- SIS
- SPA
- SPExS
- Other:

Teaching Unit - Department or Program: SPA

Date effective: Spring 2017

Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	Joseph Young; Saul Newman		8/17/16
EPC Chair	Susan Glover		3/19/16
Primary Academic Unit Assoc. Dean	Jessica Walters		4/7/16
Second Academic Unit Assoc. Dean			4/8/16
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

Date sent to the Office of the University Registrar:



## New Course

**Note:** *Proposals are not necessary for a selected topics or nonrecurring topics course or project which is not a regular part of the curriculum of a department or school and is offered to a group of students on a nonrecurring or experimental basis. A course may be offered as a nonrecurring selected topics course a maximum of two times. If the academic unit wishes to make the topics course a permanent course, it must submit a New Course Proposal for full review.*

### Order of Review

After review by the academic unit, prepare the document for circulation and comments.

1. During the circulation and comment period (customarily 10 working days):
  - Send document to other academic units for comment.
  - Post the document for public comment. (Today@AU)
  - Respond to comments or make changes to the proposal as appropriate
2. At the end of the comment period:
  - If no adjustments are needed, the academic unit submits the proposal and compilation of comments and responses to [faculty senate@american.edu](mailto:faculty senate@american.edu).
  - If adjustments are needed, the academic unit rewrites and submits the proposal and compilation of comments and responses to [faculty senate@american.edu](mailto:faculty senate@american.edu).
  - *All comments to the proposal and responses to comments must be compiled into one PDF document and included with the proposal.*
3. The Faculty Senate conducts a formal review of the final proposal:
  - If the Faculty Senate returns the proposal to the unit for revision, every effort must be made to address its recommendations.
  - The Faculty Senate may reject a proposal if it is not satisfied with responses to its recommendations for changes to a proposal.
4. The Faculty Senate Chair submits the Faculty Senate's recommendation to the Office of the Provost.
5. The Provost or Provost Designee makes the final decision.
6. If approved by the Provost or Provost designee, the proposal is forwarded to the Office of the University Registrar via [curriculum\\_services@american.edu](mailto:curriculum_services@american.edu).

## Proposal Template

Copy and paste the questions below into a new MS Word document and address all questions asked. Please preserve the formatting (including numbering) to facilitate the review process.

### I. Identifying Information

- a) Proposed effective date: **1/2017**
- b) Academic Unit: **School of Public Affairs**
- c) Teaching Unit: **N/A (will use SPA prefix)**
- d) Course Title (Generally a limit of 30 characters including spaces): **Community-Based Research**
- e) Course Number: **3XX**
- f) Credits: **3**
- g) Prerequisites: **Community-Based Research Scholar or Community-Based Research Certificate student**
- h) Course description for University Catalog (Generally a limit of 50 words)

**Students will learn the methodology of community-based research while engaging in research to inform solutions for a pressing community problem, identify avenues to effect social change or evaluate program impact with a local non-profit in the Washington, DC area.**

**Open only to students in the Community-Based Research Scholars (CBRS) Program or the Community-Based Research Certificate Program.**

- i) Grade type: **A/F only**
- j) Expected frequency of offering: **Every Spring**
- k) Note all that apply:

### **X Research Methods course**

#### II. Rationale

- a) Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department. *Note: if the course will be required for an existing program, submit a corresponding Minor Change to Program proposal.*

**This course is currently being offered as a Wildcard General Education course. However, this course is required for all Community-Based Research Scholars and students enrolled in the new undergraduate certificate in community-based research (housed in SPA).**

b) Will the course require students to pay a special fee associated with the course? If so, please provide a justification for this additional cost to students.

**No.**

c) Has the course previously been offered under a rotating topics course or an experimental course number? If so:

i. Semesters/year offered **Spring 2015 (one section); Spring 2016 (two sections)**

ii. Course number **GNE140**

iii. Instructor **Jane Palmer**

iv. Enrollment **29, 21 and 29**

v. What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?

**Students participating in the Community-Based Research Scholars program or the undergraduate certificate in community-based research are required to take this course.**

d) Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.

**N/A**

e) Estimate the enrollment per semester.

**50 (two sections of approximately 25)**

f) Does your teaching unit's classroom space allotment support the addition of this course?

**Yes.**

g) Are present university facilities (library, technology) adequate for the proposed course?

**Yes.**

h) Will the proposed course be taught by full-time or part-time faculty?

**The course is currently taught by the Director of the Community-Based Research Scholars program, who is full-time faculty. In the future, at least one course section may be taught by another full-time faculty member or an adjunct faculty member with a background in community-based research.**

i) Will offering the new course involve any substantial changes to the scheduling of existing courses?

**No.**

j) What are the learning outcomes for the course?

- **Students will be able to apply principles of community-based research to a group research project in collaboration with a community-based organization. (Final Project)**
- **Students will be able to design and conduct quantitative and qualitative research. (Data collection Plan)**
- **Students will be able to analyze quantitative and qualitative data. (Final Project)**
- **Students will be able to articulate ethical issues in research and will be able to apply strategies to minimize or eliminate these issues. (CITI certification)**
- **Students will appreciate the importance of involving the people affected by a social issue in the development of solutions to address the social issue. (Final reflection)**

k) How will those outcomes be assessed?

**Please see parenthetical information above in j).**

l) What are the competencies that students are expected to demonstrate for the course?  
Please attach a draft syllabus.

**See attached.**

### III. Catalog Copy

a) Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

### **SPA 3XX Community-Based Research (3)**

**Students will learn the methodology of community-based research while engaging in research to inform solutions for a pressing community problem, identify avenues to effect social change or evaluate program impact with a local non-profit in the Washington, DC area.**

**GNED 140-002CB**  
**Community-Based Research**  
**Spring 2016**

**Course Information:**

Tuesdays  
2:35 – 5:15 pm  
Location: Ward 304

**Professor:**

Jane Palmer  
[jpalmer@american.edu](mailto:jpalmer@american.edu)  
Office: Ward 340  
Skype: prof\_palmer

**Teaching Assistants:**

Maria Rodis (GR)  
[cbrsatau@gmail.com](mailto:cbrsatau@gmail.com)  
Mary-Margaret Koch (UG)  
[mk8729a@american.edu](mailto:mk8729a@american.edu)  
Office: Hughes 105

**Office hours:** Professor Palmer's office hours are Mondays & Tuesdays, 10 am – noon, Wednesdays, 1 – 2:30 pm. To reserve a slot during her regular office hours, go to [janepalmer.youcanbook.me](http://janepalmer.youcanbook.me). Reserving a slot means you will be given priority during the time you requested if there are other students waiting. Professor Palmer does not require that you make an appointment during office hours, but it is her preference. She is also available to meet with students by appointment if you are not available during her regular office hours.

Please check Blackboard for Teaching Assistant office hours.

**Course Description:**

In this General Education Area 4 course, students will learn the principles of community-based research, the fundamentals of social science research and engage in a substantive research project in collaboration with a local non-profit in the Washington, DC area. Only open to Community-Based Research Scholars and community-based research certificate program students.

**Spring 2015 Project:**

The community partner for GNED 140-002CB course is **Maya Angelou Public Charter School** (<http://www.seeforever.org/>) located at 5600 East Capitol Street NE, Washington DC.

**Required Textbook:**

- Hacker, K. (2013). *Community-based participatory research*. Thousand Oaks, CA: SAGE.

**Recommended Textbook:**

- Flick, U. (2011 or 2015). *Introducing research methodology: A beginner's guide to doing a research project*. Thousand Oaks, CA: SAGE.

Both books will be available on reserve at the American University library. Assigned readings from Flick, but not Hacker, will be posted on Blackboard.

**Other Useful References:**

- National Community-Based Research Networking Initiative's Community-based research case studies (2006-2010):  
<http://cbrnet.pbworks.com/f/CBR+Case+Studies+FINAL.pdf>
- Community-based participatory research: A guide to ethical principles and practice:  
<https://www.dur.ac.uk/resources/beacon/CBPREthicsGuidewebNovember20121.pdf>

### **Principles of Community-Based Research** (adapted from Israel et al., 1998):<sup>1</sup>

1. **Recognizes community as a unit of identity.** This research should work explicitly with communities, which may be defined by geographic area, or defined as a community of identity that is geographically dispersed but members hold a sense of common identity and shared fate.
2. **Builds on strengths and resources within the community.** This research should explicitly identify, support and reinforce social structures, processes and knowledge already existing in the community that help them work together to improve their lives.
3. **Facilitates collaborative partnerships in all phases of the research.** This research should involve community members in every phase they want to participate in, including but not limited to: problem definition, data collection, interpretation of results and application of the results to address community concerns.
4. **Integrates knowledge and action for mutual benefit of all partners.** Though the research project itself might not include a direct action component, all parties must have a commitment to applying the research results to a social change effort intended to benefit all partners.
5. **Promotes a co-learning and empowering process that attends to social inequalities.** This research should recognize the inherent inequalities between marginalized communities and researchers, and attempt to address these by emphasizing knowledge of community members and sharing information, resources and decision-making power.
6. **Involves a cyclical and iterative process.** This research should involve trust-building, partnership development and maintenance in all phases of the research.
7. **Disseminates findings and knowledge gained to all partners.** This research should disseminate information gained in a respectful and understandable language that acknowledges all participants contributions and ownership of the knowledge production.

#### **Learning Outcomes:**

- Students will be able to apply principles of community-based research to a group research project in collaboration with a community-based organization. (Final Project)
- Students will be able to design and conduct quantitative and qualitative research. (Data collection Plan)
- Students will be able to analyze quantitative and qualitative data. (Final Project)
- Students will be able to articulate ethical issues in research and will be able to apply strategies to minimize or eliminate these issues. (CITI certification)

---

<sup>1</sup> Source: [https://nature.berkeley.edu/community\\_forestry/Fellowships/parinfo/PAR%20Definitions.pdf](https://nature.berkeley.edu/community_forestry/Fellowships/parinfo/PAR%20Definitions.pdf)

- Students will appreciate the importance of involving the people affected by a social issue in the development of solutions to address the social issue. (Final reflection)

### **General Education Learning Outcomes:**

- **Critical inquiry:** Students will learn how to conduct systematic inquiry using social science research methods to analyze problems and issues affecting DC residents.
- **Diverse perspectives and experiences:** Students will learn about diverse perspectives and experiences from their classmates, the staff at MAPCS and the MAPCS students. These perspectives will incorporate a variety of perspectives and experiences. Course content will challenge students to better understand diverse experiences and culturally-sensitive approaches to research.
- **Innovative thinking:** Students will be encouraged to develop innovative responses to the issues affecting DC residents based on the data they collect and their experiences conducting the research.

### **Attendance and Electronic Device Policy:**

You are expected to come to each class on time, prepared and ready to discuss the assigned readings. Absences will be excused if there is a personal illness or an extreme family or personal emergency. One (or more) unexcused absences will result in a grade reduction.

Excessive tardiness may result in a grade reduction. Absences for religious holidays, medical or family emergencies will be excused with timely notification and documentation. Notify Professor Palmer in writing of any absence, prior to the absence.

All students must attend all course sessions and are expected to be present for the entire class period. “Being present” includes not allowing yourself to be distracted by your electronic devices. **Therefore, no devices (phones, tablets, computers) will be allowed to be used during class unless it is specifically requested by the professor for a class activity.**

All phones should be silenced at the start of class and should only be used during break. If you are caught using your phone, you will lose participation points.

See [Why I’m Asking You Not to Use Laptops](#) for more information.

### **Remind.com:**

Dr. Palmer will primarily use email to communicate with the class. However, she will periodically use text for timely reminders and communications. **Please text @cbr002 to 81010 to sign up.**

### **Blackboard:**

Blackboard will be used to send announcements to the class, download readings and upload assignments. **You are required to upload all assignments via the Assignments tab on Blackboard.** Do not submit assignments via email or as a hard copy (unless there is a documented technical difficulty with Blackboard per the university). Please save all of your assignments in Word compatible format with the following file name format: assignmentname\_lastname.doc (e.g., ExpectationsEssay\_Palmer.doc.).



**Late assignments will be accepted under very limited circumstances.** For each day late, the grade will be reduced by one grade level (that is, one day late, maximum grade of A-; two days, maximum grade of B+). Limited exceptions will be made for emergencies. Medical emergencies require a note from a health care provider. Internet or computer problems are not considered emergencies. You are encouraged to back up your work regularly and not wait until the last minute to complete your assignment.

Late journals will not be accepted.

### **Extra Credit Policy:**

The purpose of offering extra credit opportunities is to provide an incentive that encourages you to engage in material related to the class outside of the classroom and the assigned readings. **However, I do not accept extra credit submissions as a replacement for missed work. Students are expected to submit all missing work prior to submitting any extra credit.**

### **Participation Points:**

Class participation points will be gained for providing thoughtful contributions to class discussions. You may also receive participation points for emailing cbrsatau@gmail.com two discussion questions based on the readings by 9 am on the day of class or by attending TA or Professor Palmer's office hours. **Your participation grade may be negatively affected if it appears you are engaged in activities unrelated to the course during class time. Your participation grade also may be negatively affected based on unprofessionalism or other issues in the community.**

### **Class Cancellation:**

Students will be notified via email if class will be cancelled for any reason. Class may be held online in lieu of class cancellation.

### **Emergency Preparedness:**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([american.edu/emergency](http://american.edu/emergency)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

### **Academic Honesty:**

In order to achieve high grades for written and spoken assignments, students are expected to deliver well written and argued original contributions to an assigned topic while also drawing on and citing relevant sources, including academic sources such as books and journal articles.

When referencing others' work and ideas, you must properly cite them. This includes information received orally, for example during a field interview, and web resources, including public domain sources. While you are encouraged to use sources, you may not copy any information from a book, article, newspaper, website, another student's paper, your own work delivered in another context, or any other source without clearly citing this source using an appropriate referencing system: footnotes, endnote, and/or in-text citations in conjunction with a list of references. Consult the AU Library's resources to learn about proper citation methods <http://subjectguides.library.american.edu/citation>. If quoting directly, use quotation marks. If paraphrasing information in your work, you do not have to use quotation marks, but you must clearly cite the source. The reader must understand without ambiguity what comes from other sources and what your original contributions are.

***Most importantly, SEE AND READ*** AU's Academic Integrity Code, which can be found under Academic Integrity on [my.american.edu](http://my.american.edu) or at <http://www.american.edu/academics/integrity/code.cfm>. **By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code.** The Academic Integrity Code ("Code") defines honorable conduct, outlines attendant rights and responsibilities, and describes procedures for handling allegations of academic misconduct. American University views academic integrity as integral to its mission, treating it as far more than a disciplinary matter. Students (you!) are responsible for knowing the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. ***Students can and have been dismissed for violations of the code.***

Students are expected to behave accordingly. Unless otherwise specified, I expect assignments to be completed on your own. However, you may discuss homework assignments, memos, papers, general ideas, concepts and techniques with others. If you have questions about quality academic writing or what constitutes a violation of the University's Academic Integrity Code, please do not hesitate to contact me. In compliance with the AU's Academic Integrity Code, I will not treat violations lightly and suggest disciplinary action should such violations occur.

#### **Academic Support and Other University Services:**

- [Academic Support and Access Center](#) (MGC 243, 202-885-3360) supports the academic development and educational goals of all AU students while also providing support to students with disabilities. They offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](#). **If you require any accommodations in this course, please notify me early in the semester via the Academic Support Center or Disability Support Services.**
- [Counseling Center](#) (MGC 214, 202-885-3500) is available to help students make the most of their university experience, both personally and academically. They offer individual and group counseling, drop-in hours, self-help resources, referrals to private care, as well as

programming. Contact the Counseling Center in person or by telephone to make an appointment, or visit the Counseling Center web page for additional information.

- [Center for Diversity & Inclusion \(MGC 201\)](#) is dedicated to enhancing LGBTQ, Multicultural, first generation, and women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.
- [OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence \(202-885-7070 or oasis@american.edu\)](#) provides free and confidential advocacy services for anyone in the campus community who has experienced sexual assault, dating or domestic violence or stalking.
- [The Writing Center \(First floor of Bender Library\)](#) offers free, individual coaching sessions to all AU students. In a 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday.
- [International Student & Scholar Services \(Butler Pavilion, Room 410\)](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

#### **Title IX Statement:**

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) 202-885-2527 or the [Office of the Dean of Students](#) 202-885-3300 [dos@american.edu](mailto:dos@american.edu). **Please keep in mind that most faculty and staff who are made aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.** The only AU employees who are not required to report this information are the counselors in the Counseling Center, OASIS victim advocates, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center.

#### **Sharing of Course Content:**

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g.,

PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

**Failure to proofread your work will result in a grade reduction.**

### Assignments

	Due Dates	Weight
Expectations Essay	1/24 by 11:59 pm	5%
Weekly journal entries	Sundays by 11:59 pm (1/17 – 4/17)	20%
CITI certification	1/18 by 11:59 pm	5%
<i>Waiting for Superman</i> Response Paper	1/31 by 11:59 pm	5%
Community Asset Map	2/21 by 11:59 pm	10%
Data Collection Plan	2/28 by 5 pm	10%
Final Project	4/17 by 11:59 pm	15%
Peer evaluation	4/18 by 11:59 pm	5%
CBL/Class Reflection	4/22 by 11:59 pm	5%
Participation (class & community)	throughout	20%

#### Expectations Essay

Write a short essay describing your expectations for this course. In the first paragraph, describe your reasons for taking this course. In the second paragraph, describe what knowledge or experiences you feel you have already that will help you in the course. In the third paragraph, describe what you hope to learn during the semester. In the fourth paragraph, describe any concerns or worries you have about this course. In the final paragraph, describe what a successful CBR project with MAPCS will look like at the close of the semester and what will need to happen to achieve this vision.

#### Journal Entries

You are required to submit a minimum 200-word journal entry each week on Blackboard (exception: 3/6). This is a private journal between yourself and the Professor/Teaching Assistants. You will receive prompts each week.

The first journal entry is due Sunday 1/17 by 11:59 pm. The last journal is due 4/17. There is no journal due on 3/6 (due to Spring Break).

### Remaining Assignments

More information about the expectations for each assignment will be posted on Blackboard.

### **Green Course:**

This is a Certified Green Course via AU's Center for Teaching, Research and Learning. Therefore, we will rarely hand out printed materials (except the syllabus on the first day). We will use Blackboard to post handouts, collect assignments, and provide you with feedback on assignments. To help make our class as "green" as possible, we encourage you to buy e-books, used books or use library books. We also encourage you to minimize paper use and if you choose to print, please print double-sided and recycle the paper at the end of the semester.

### **Community-Based Learning requirement:**

This course is a community-based learning course. You are required to dedicate a minimum of 20-hours toward the project with Maya Angelou Public Charter School (MAPCS) – to include data collection, data analysis and work on the final project. Depending on the MAPCS schedule, Professor Palmer may cancel class to facilitate data collection. If this happens, Professor Palmer will upload video lectures for you to view at a time that is convenient for you. Data collection will occur in March at a time convenient for your schedule and MAPCS. Scheduling will be finalized in February in consultation with MAPCS staff.

<b>PART ONE: FOUNDATIONS</b>	
<b>Week 1 – 1/12</b>	<b>Introduction to the course</b>
<ul style="list-style-type: none"> <li>• “Welcome to DC” – State of the Re:Union (Podcast) (listen by 1/17)</li> <li>• “The Problem We All Live With” – This American Life (listen by 1/17)</li> </ul>	
<b>Week 2 – 1/19</b>	<b>Research Ethics</b>
<ul style="list-style-type: none"> <li>• Journalist ethics ≠ social scientist ethics (Seiber &amp; Tolich, p.77-92)</li> <li>• Ethical considerations in CBPR (Hacker, ch. 6, p.107-120)</li> <li>• <i>Optional</i>: Why we need ethics (Seiber &amp; Tolich, p.11-30)</li> </ul> <p><i>Guest Speaker(s) from Maya Angelou Public Charter School</i></p>	
<b>Week 3 – 1/26</b>	<b>Background on DC Public Schools</b>
<ul style="list-style-type: none"> <li>• <a href="#">A Short History of DC Public Schools</a></li> <li>• <a href="#">“How to escape education’s death valley”</a> – Ted Talk</li> <li>• <a href="#">Urban Charter Schools Often Succeed. Suburban Ones Often Don’t</a></li> <li>• <a href="#">As DC gentrifies some charter schools aim to reach broader spectrum</a></li> <li>• “District of Columbia” – <i>Sociology of Education: A-Z Guide</i> (Lindsay, 199-200)</li> </ul> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Separate and Unequal: The State of District of Columbia Public Schools Fifty Years After Brown and Bolling (Executive Summary)</a></li> </ul> <p><i>Guest Speaker: Dr. Constance Lindsay</i></p>	
<b>Week 4 – 2/2</b>	<b>Cultural Competency</b>
<ul style="list-style-type: none"> <li>• Moral and ethical issues in researching vulnerable people (Liamputtong, p.23-45)</li> <li>• <i>Between the World and Me</i> (excerpt) (Coates, p.5 – 39)</li> <li>• The dance of race and privilege in CBPR (Chavez, et al. in Minkler &amp; Wallerstein, p.91-105) (<u>Re-read</u> if you read this last semester)</li> </ul>	
<b>Week 5 – 2/9</b>	<b>Introduction to CBR (aka CBPR or PAR)</b>
<ul style="list-style-type: none"> <li>• Principles of CBPR (Hacker, ch. 1, p.1-20)</li> <li>• Defining the community and power relationships (Hacker, ch. 2, p.23-39)</li> <li>• <i>Research Methods for Community Change</i> (Stoecker, p.13 – 46)</li> </ul>	

<b><u>PART TWO: RESEARCH METHODS</u></b>	
<b>Week 6 – 2/16</b>	<b>Research Methods I</b>
	<ul style="list-style-type: none"> <li>• Methods for CBPR (Hacker, ch. 3, p.41-61)</li> <li>• CBPR – Step by step (Hacker, ch. 4, p.63-88)</li> </ul>
<b>Week 7 – 2/23</b>	<b>Research Methods II</b>
	<ul style="list-style-type: none"> <li>• Philosophical foundations of mixed methods research: Implications for research practice (<i>Methodological Approaches to Community-Based Research</i>, ch. 2, p.13-26)</li> <li>• Deciding on your methods (Flick, ch. 8, p.109-128)</li> <li>• Designing questions to be good measures (Fowler, ch.6, p.75-98)</li> </ul>
<b><u>PART THREE: DATA COLLECTION</u></b>	
<b>Week 8 – 3/1</b>	<b>Data Collection I</b>
	<ul style="list-style-type: none"> <li>• Collecting quantitative and qualitative data (Flick, ch.9, p.131-161)</li> </ul>
<b>Week 9 - 3/8</b>	<b>NO CLASS – SPRING BREAK</b>
<b>Week 10 – 3/15</b>	<b>Data Collection II</b>
	<ul style="list-style-type: none"> <li>• <a href="#">Conducting interviews</a></li> <li>• <a href="#">Conducting focus groups</a></li> <li>• <a href="#">Conducting surveys</a></li> </ul>
<b><u>PART FOUR: DATA ANALYSIS</u></b>	
<b>Week 11 – 3/22</b>	<b>Quantitative Analysis – Meet in Ward ST lab</b>
	<ul style="list-style-type: none"> <li>• Analyzing Quantitative and Qualitative Data (Flick, ch. 8, p.132-164)</li> <li>• Preparing survey data for analysis (Fowler, ch.9, p.127-133)</li> <li>• Analyzing survey data (Fowler, ch.10, p.134-139)</li> </ul>
<b>Week 12 – 3/29</b>	<b>Qualitative Analysis – Meet in Ward ST lab</b>
	<ul style="list-style-type: none"> <li>• <a href="#">What is qualitative data analysis?</a> in <i>Qualitative data analysis: A user friendly guide for social scientists</i> (ch. 3, p.31-56):</li> </ul>
<b><u>PART FIVE: DISSEMINATION OF FINDINGS</u></b>	
<b>Week 13 – 4/5</b>	<b>Presenting Results – Meet in Ward ST lab</b>
	<ul style="list-style-type: none"> <li>• Providing recommendations, suggestions, and options for improvement (Grob in Wholey, Hatry &amp; Newcomer, 2010, p.581-593)</li> <li>• Writing for impact (Grob in Wholey, Hatry &amp; Newcomer, 2010, p.594-619)</li> </ul>
<i>Recommended:</i>	

<ul style="list-style-type: none"> <li>• Collaborative research: Harnessing the tensions between researcher and practitioner. <i>The American Sociologist</i>, 1992 (p.43-55)</li> </ul>	
<b>Week 14 – 4/12</b>	<b>Translating Findings Into Action</b>
<ul style="list-style-type: none"> <li>• Translating research into practice (Hacker, ch. 5, p.89-106)</li> <li>• Writing research and using results (Flick, ch. 13, p.229-244)</li> </ul>	
<b>Week 15 – 4/19</b>	<b>Final Project Presentations*</b>

\*Subject to change. Community presentation to be scheduled in consultation with MAPCS.