Spring 2024 / CRN 63575
USP430: Participatory Research Methods for Community Development
Toulan School of Urban Studies & Planning - Portland State University

Tuesdays & Thursdays 2-3:50pm
In-Person: Urban Center - URBN 270

Instructor: Dr. Kacy McKinney (she/they)
Teaching Assistant Professor, Urban Studies & Planning/Comics Studies

Email: kmckinney@pdx.edu - Please write "USP430" in the email subject line. Please do not use messaging in Canvas. I will do my very best to respond within a day or two. I do not check email on weekends, after 6pm or before 9am on weekdays. I also don't expect a response from you during those times.

Office Hours: *By appointment.* Please send an email to set up an appointment. For in-person meetings, my office is located in the Urban Center room 370, on the third floor. Enter through suite 350. I am also happy to have office hours meetings via Zoom. *Meeting with students for office hours is one of my favorite parts of this job and I encourage you to make an appointment to chat with me about the class, PSU, jobs, comics, and more!*

Course Description: *Participatory Research Methods for Community Development (4)*
This course introduces students to participatory methods, placing special emphasis on research ethics, the positionality of the researcher, and embedding research within community development practice. It focuses on research design, data collection, data analysis, and dissemination of results. We cover various approaches to researching urban phenomena, including interviewing, focus groups, surveys methods, and more.

Course Goals:
- Understand the philosophy of participatory action research; and
- Use it to analyze and critique examples of research in community development;
- Express your own principles for doing community-based inquiry;
- Identify practical methods of data collection and analysis, consider their relevance to the questions and context of community development;
- Develop research that utilizes concepts of *knowledge, validity, and ethics.*

Inclusive Learning Environment: Building an inclusive learning environment requires us to work together to listen, and make room for all to have a say - asking questions and interacting in an encouraging way while also taking care to create space for others; to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world. I hope that we can begin from a place of mutual respect and gentle personalism – *taking each other where we are at each day and being aware that the workings of power and privilege impact different communities and individuals in different ways.*

Please be gentle with one another and do not make assumptions about what anyone is going through. Let us aim to listen deeply (including reading carefully and reflecting) and be ready to learn from those around us. Seek a balance between participating actively and creating space for the participation of others. Thank you, in advance, for your patience with me and with one another as we continue to navigate these deeply challenging times together. I will support you in engaging with me and with one another in respectful and encouraging ways.

On Privacy: It is unacceptable to copy or share course materials, text, or images from/of your classmates or from your instructor into any other online forum or space outside of this course. Please see the [PSU Student Code of Conduct and Responsibility](#) for more information.

Learning in Unprecedented Times: Please stay home when you have any type of potentially communicable disease and/or your emotional well-being is better served by time away. While your full and regular participation are central to your success in this course - if health or caregiving complications are influencing your learning, please let me know so that we can make adjustments accordingly. There are some limits to what this can look like, but I will do my best to support you. -- When you need to miss class, the syllabus and the course site in Canvas are your primary way to stay in the loop. I also recommend checking in with a classmate to see whether they might give you a summary and any key points they can share. *Please do not email me and ask what you missed.* Instead, look over the module in the Canvas site, complete the posted materials and send me any email with questions that arise after looking those materials over. You may also want to set up an appointment to discuss assignment or content - *but please come to these meetings with questions in mind.*

Expectations // Grading // Assignments:

*There is no final exam for this course. *Final Grading: 94/A; 90/A-; 87/B+; 84/B; 80/B-; 77/C+; 74/C; 70/C-; 67/D+; 64/D; 60/D-; 0/F

Engagement, Preparation, Participation, Attendance Policies (20%)

20% of the grade for this class is earned through coming to class on time, prepared, and actively participating. Simply put, you need to be present – as well as active and prepared – to earn this credit. You can miss one class without it impacting your grade (I will give everyone 1% at the end which will either cover a missed class or give you bonus points if you haven't missed any). In other words, missing more than one class, without a prior arrangement with me, will impact your grade. Each class day is worth up to 1% - arriving late, not coming prepared, not actively participating will all translate into partial credit for that day. *If you need to miss more than one class, please get in touch with me in advance; I will do my best to support you when you need to miss class (within reason/at my discretion).*

Focus Group Assignment (20%)

In small teams, you will develop and conduct a focus group, code and analyze the data, and report your results. You will have time during class to prepare with your group – *you will **not** be required to meet up outside of class time for this activity.* Please note that this means missing class during the time we are working on this assignment will impact your grade on this assignment (in addition to your overall grade for participation and engagement). Basic timeline: Weeks 6 & 7: Work sessions on focus group planning; Week 8: Focus group & Coding; Week 9: Analysis, Prep to Present, Report summary of findings. You will be evaluated on *your* contributions to and engagement with each aspect of this assignment and you will have the opportunity for self-assessment. *Group assignments can be challenging, but they are extremely important for skill building in relation to community development and participatory research.*

Individual Culminating Assignment (Worth a combined total of 60%)
All parts of this assignment due Wednesdays at 11:59pm; we'll discuss/share in class on Thursdays.
1: Issue & Setting (10%) DUE Wednesday April 17th 11:59pm
> Define an organizational setting you will imagine yourself to be in and articulate the research issues/question that will guide your proposed project.

2: Engagement (10%) DUE Wednesday April 24th 11:59pm
> Identify community stakeholders and identify your own positionality with respect to the proposed research.

3: Smart Practices (10%) DUE Wednesday May 8th 11:59pm
> Find 3 examples of 'smart practices' relevant to the issue and community you are engaging with/care about. Think about national think tanks, similar organizations, Google Scholar, as ways to find these resources. For each example, write a bibliographic annotation (citation with a summary of how it relates to the issue).

4.1: Data Collection Purpose (10%) DUE Wednesday May 22nd 11:59pm
> Align your information needs with appropriate tools for filling them with primary data collection [field observation; survey; interview; focus group]. What data will fill the information gap defined by your research question, and how will you collect it? (Probably several things, but for these purposes, pick one).

4.2: Data Collection Methods (10%) DUE Wednesday May 29th 11:59pm
> Describe the approach and give a detailed description of the tool itself (the specific details of your approach).

5: Concluding & Disseminating (10%) DUE Wednesday June 5th 11:59pm
> This assignment is about getting the work out into the world. The community is one audience. Define at least one primary audience outside the community. How will you present the research? Think creatively and be specific.

Course Schedule -- *Subject to change, I will notify you of changes through Canvas Announcements and in class. The most up to date information on assignments, activities, and readings will be on Canvas and presented in class.*
There are **no required textbooks to purchase** for this course. All course readings and other materials will be available on the Canvas for download or reading online.

Week 1: Introductions- What is Community-Based Research?
Tuesday April 2 - Course Syllabus
In-Class Activity: Develop a community agreement.
Thursday April 4 - Two chapters from the same text (available through the PSU Library). These are relatively long, but also quick reads. Take notes as needed, review key points of this approach to research. These set the stage for our work, so please read well!

- Stoecker, R. (2013). Chapter 1: *"But I don't do research"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.
- Stoecker, R. (2013). Chapter 4: "*Head and hand together: a project-based research model*" In: Research Methods for Community Change: A Project-Based Approach. SAGE.

Week 2: Power & Research Ethics Part 1

Tuesday April 9
- Stoecker, R. (2013). Chapter 2: *"The goose approach to research"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.

Thursday April 11
- Milner, R. (2007) "Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen" Educational Researcher. 36: 388. SAGE.
- *Optional*: Minkler, M. (2004) "Ethical Challenges for the 'Outside' Researcher in Community-Based Participatory Research" Health Education & Behavior. 31(6) Dec.

Week 3: Power & Research Ethics Part 2/Work Session

Reminder -- 1: Issue & Setting DUE Wednesday April 17th 11:59pm

Tuesday April 16
- Video: *"The Belmont Resport/Ethical Principles"* (9mins)
- Stoecker, R. (2013). Chapter 3: *"The community development context in research"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.
- Dowling, R. "Power, Subjectivity, and Ethics in Qualitative Research"

Thursday April 18 – We're going to the mall to view Epilogue exhibition.
***Meet at Lloyd Center Mall at 2:30pm (to give you time to arrive from campus)
We'll finish up by 3:30 to give you time to get to your next destination!
- Readings TBD

Week 4: Finding Stuff that Already Exists/Work Session

Reminder -- 2: Engagement DUE Wednesday April 24th 11:59pm

Tuesday April 23

- Bardach "Smart (Best) Practices" Research: Understanding and Making Use of What Look Like Good Ideas from Somewhere Else" A Practical Guide for Policy Analysis.

Thursday April 25
- Stoecker, R. (2013). Chapter 5: *"Diagnosing"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.
- Roberts, A. (2015) "Critical Sankofa Planning-Mobilizing Texas Freedom Colony Memories" NTBT.
- Explore: Texas Freedom Colonies Project website

Week 5: Field Notes/Observation/Work Session

Tuesday April 30
- Silverman, RM. And KL Patterson. (2014) "Chapter 3: Field Notes & Observations" In: Qualitative Research Methods for Community Development. Taylor & Francis.

Thursday May 2
- Read: "Different Eyes/Open Eyes"
- Read: Research Methodologies Comparison Sheet

Week 6: Indigenous Data Sovereignty; Surveys; FG Planning

Reminder -- 3: Smart Practices DUE Wednesday May 8th 11:59pm

Tuesday May 7
- Watch: Data through a Maori Lens
- Watch: "The Maori Report"
- Read: Indigenous Data Sovereignty Briefs
- Explore: Te Mana Raraunga

Thursday May 9
- Silverman, RM. And KL Patterson. (2014) "Chapter 5: Focus Groups" In: Qualitative Research Methods for Community Development. Taylor & Francis.

Week 7: Focus Groups & Interviews; Prescribing

Tuesday May 14
- Stoecker, R. (2013). Chapter 6: *"Prescribing"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.

Thursday May 16
- Silverman, RM. And KL Patterson. (2014) "Chapter 4: Semi-Structured Interviewing" In: Qualitative Research Methods for Community Development. Taylor & Francis.

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Week 8: Focus Groups
Conducting, Coding, Analysis; Implementing
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Reminder -- 4.1: Data Collection Purpose DUE Wednesday May 22ⁿᵈ 11:59pm

Tuesday May 21
- Read: "The Hidden History of the SNCC Research Department"
- Explore: "The Anti-Eviction Mapping Project"

Thursday May 23
- Stoecker, R. (2013). Chapter 7: *"Implementing: When Research is the Project"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.

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Week 9: Evaluating & Report FG Findings
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Reminder -- 4.2: Data Collection Methods DUE Wednesday May 29ᵗʰ 11:59pm

Tuesday May 28 - TBD

Thursday May 30
- Stoecker, R. (2013). Chapter 8: *"Evaluating"* In: Research Methods for Community Change: A Project-Based Approach. SAGE.
- Read: NeighborWorks Evaluation Storymap

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Week 10: **Disseminating Research; Course Conclusions**
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Reminder -- 5: Concluding & Disseminating DUE Weds. June 5ᵗʰ 11:59pm

Tuesday June 4 - *Share Individual Assignments (especially dissemination plan)*
Thursday June 6 - *Course Conclusions (no required materials), Course Evaluation*

ADDITIONAL PSU POLICIES, INFORMATION, and RESOURCES

Access & Inclusion for Students with Disabilities: PSU values diversity and inclusion. Our goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. We are committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify us. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who

have physical, learning, cognitive, mental health, sensory, and other disabilities. **--** If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. **--** If you already have accommodations, we have likely already received notification from the DRC and we will be in touch (or you can touch base with us) to discuss any details, questions, or concerns. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at https://www.pdx.edu/disability-resource-center/

Title IX Mandatory Reporting: Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at https://psuwrc.youcanbook.me. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to: **Albert Roberson**, *Title IX Coordinator* **-** titleixcoordinator@pdx.edu**,** Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave., Suite 830 or **Taylor Burke**, *Deputy Title IX Coordinator and Dean of Students*, (503) 725-4422, askdos@pdx.edu**,** SMSU, 825 SW Broadway, Suite 433.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Understanding Sexual Misconduct and Learning Resources* in Canvas. **For more PSU resources please see:**

https://www.pdx.edu/sexual-assault/sites/g/files/znldhr4031/files/2020-08/2-sheet_SexualRelationshipViolenceResourcesforstudents.pdf

PSU Cultural Resource Centers: The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide students with employment, volunteer, and leadership opportunities. Along with extensive programming, our spaces offer resources such as computer labs, lounge areas, and study spaces. All are welcome!
Website: https://www.pdx.edu/cultural-resource-centers/

Academic Honesty: Students are expected to be ethical not only in the online and physical classrooms, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to:
- engaging in any form of academic deceit;
- referring to materials, sources or uses devices not authorized by instructor for use on an assignment;
- providing inappropriate aid to another person in connection with any assignment;
- engaging in plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. We will discuss strategies for citing sources in your work and please see me and/or consult library resources with questions about how to avoid plagiarism. *I proactively*

monitor for academic dishonesty. Any plagiarism results in a zero on the assignment or activity and reporting to the Dean of Student Life Office.

Important Resources Available to Students at PSU:

- **Advising & Career Services:** helps students choose a major or career, provides workshops and classes. https://www.pdx.edu/advising/ and https://www.pdx.edu/careers/
- **Campus Directory:** contact information of faculty and staff. https://www.pdx.edu/faculty-staff-directory
- **Emergency Funds:** list of funds available through various colleges, schools, and resource centers to students experiencing hardships https://www.pdx.edu/dean-student-life/emergency-funds
- **International Student Services:** immigration advising, life advising, programming and support for international students. https://www.pdx.edu/international-students/
- **The Learning Center:** offers support with current coursework and helps develop effective learning strategies. https://www.pdx.edu/learning-center/
- **Queer Resource Center:** provides students along the sexuality and gender spectrum with the support they need to persist to graduation. https://www.pdx.edu/queer-resource-center/
- **Resource Center for Students with Children:** offers integrated services that support students' goals to be effective parents while succeeding in their academic pursuits. https://www.pdx.edu/students-with-children/
- **Student Activities & Leadership Programs:** enrich and integrate students' leadership and academic experiences to educate students to be ethical, socially just, and civically engaged leaders. https://www.pdx.edu/student-leadership/
- **Student Legal Services:** provides legal advice, legal representation, mentorship, community partnerships, education designed to empower. https://www.pdx.edu/student-legal-services/
- **Student Sustainability Center:** offers transformational hands-on learning experience in an effort to
- **University Success:** facilitates academic engagement, intellectual connection, and collaborative learning among Portland State University students through student living communities and campus community building. https://www.pdx.edu/housing/usuccess

- **Veterans Resource Center:** provides comprehensive support to student veterans and service members to meet their unique needs. https://www.pdx.edu/veterans-resource-center/
- **Women's Resource Center:** advocates for the best educational and campus experience for the entire community by advancing social justice, ensuring access to personal empowerment, and working toward a safe, healthy campus. https://www.pdx.edu/womens-resource-center/
- **The Writing Center:** help writers at any stage of writing process and with all varieties of projects: class assignments, resumes, application essays, presentations, creative writing. https://www.pdx.edu/writing-center/

Basic Needs at Portland State: It can be incredibly challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Here is a list of contacts for assistance:
- Basic Needs Hub: basicneedshub@pdx.edu
- Emergency Housing: PSU Landing at FUMC: https://fumcpdx.org/landing/
- Free Food Market: https://www.pdx.edu/student-access-center/free-food-market
- C.A.R.E. Team: askdos@pdx.edu; (503) 725-4422 https://www.pdx.edu/dean-student-life/care-program
- Student Health and Counseling: askshac@pdx.edu; (503) 725-2800 https://www.pdx.edu/health-counseling/