

**San Jose State University
College of Social Sciences
Environmental Studies Department
ENVS 127, Community-Based Participatory Research. Section 1, Fall, 2016**

Instructor:

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Office Location:

Washington Square Hall 111 C

Students will study strategies for working with community members and community-based organizations, while putting these strategies into practice through CBPR concerning current environmental issues. Furthermore, students will apply these theories and practices in their own active and original environmental research and advocacy projects regarding local environmental issues.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will develop and demonstrate an:

Ability to integrate theory, practice, and problem-solving to address practical issues and demonstrate theories concerning environmental inequities

Ability to apply their knowledge and skills to new settings or in addressing complex problems

Ability to work productively in groups

REQUIRED READINGS

A series of peer-reviewed journal articles and book chapters will be assigned each week. All readings will be accessible through the [Canvas](#) course website.

LIBRARY LIAISON

The Environmental Studies Department encourages all students to visit the King Library to familiarize themselves with available library resources. Please feel free to contact the Environmental Studies Library Liaison, Peggy Cabrera (peggy.cabrera@sjsu.edu) to discuss library resources further.

UNIVERSITY POLICIES

DROPPING AND ADDING

It is VERY important that you pay attention to these dates. As an SJSU student, you are responsible for understanding the policies and procedures about add and drops, as well as what level of work qualifies for an incomplete. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about

- *Group Project Proposal (graded as a group): 10%* - In small groups, students will meet with community members participating in a community-based organization to discuss mutual interests concerning community-based environmental issues. Following, students will collaborate to produce an 800 word proposal that:
 1. Describes the issue that you discussed with community members
 2. Briefly reviews the importance of the issue based on a brief overview the peer-reviewed literature
 3. Poses a research question to be investigated
 - 4.

designed to engage students in a robust learning experience. All students should be prepared to devote up to six (6) hours of out-of-class time to course assignments and online discussions.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

OFFICE VISITS

Come visit me! One of my favorite things to do is talk to students about environmental issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly.

READING ASSIGNMENTS/COURSE SCHEDULE

Classroom discussions, projects, and reading assignments and due dates are listed on the following course schedule.

FALL 2016 ENVS 127 SCHEDULE

PLEASE NOTE: *This is a tentative schedule that may change during the course.* Course content and assignments may be revised with fair notice. Check the course Canvas site Announcements section several times a week to stay current on assignments and due dates. Unless otherwise noted, all assignments must be uploaded electronically to the course's Canvas website and all readings refer to book chapters and peer-reviewed journal articles.

Week #	Date	Topics	Readings, Assignments, In-class Activities
1	August 30	Introductions	<ol style="list-style-type: none"> No assigned readings In-class exercise: What is participation?
2	September 6	Development and Practice of Community-Based Research (CBPR)	<ol style="list-style-type: none"> Read Dewey (1896) and Lewin (1946) Online Discussion: Understanding CBPR Meet with community-based organization members
3	September 13	The Aims of CBPR	<ol style="list-style-type: none"> Cahill (2004) and Prilleltensky (2001) Online Discussion: Individuals and communities
4	September 20	The Methods of CBPR	<ol style="list-style-type: none"> Read Minkler (2001) and Mosavel (2005) Online Discussion: Community participation Project description due Tentative community mapping session

Minkler, M. (2000). Using Participatory Action Research to build Healthy Communities. *Public Health Reports*, 115(2-3), 191.

Mosavel, M., Simon, C., van Stade, D., & Buchbinder, M. (2005). Community-based participatory research (CBPR) in South Africa: Engaging multiple constituents to shape the research question. *Social Science & Medicine*, 61(12), 2577–2587.
<http://doi.org/10.1016/j.socscimed.2005.04.041>

Orr, M. (2007). Community Organizing and the Changing Ecology of Civic Engagement. In M. Orr (Eds.), *Transforming the City: Community Organizing and the Challenge of Political Change* (pp. 1-27), Kansas: University Press of Kansas.

Prilleltensky, I. (2001). Value-based praxis in community psychology: moving toward social justice and social action. *American journal of community psychology*, 29(5), 747–778.