

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	2015
Course Title	Communities, Social Development and Participatory Action Research: Frameworks and Strategies for Practice
Course Schedule	Monday 6-9 pm
Course Location	Jack Bell Building Room 222 (Please notice room change)

Instructor	Office Location	Office Phone	e-mail address
Pilar Riaño-Alcalá	Room 333	827-5493	pilar.riano@ubc.ca
Office Hours	By appointment		

Course Description:

This course critically explores the praxis of community social development in a variety of local, national and international settings and fields of practice. Through critical engagement with readings, debates, review of case studies, and invited guests, we will examine the frameworks, fields, and methods for community work, social development and social action. If well several approaches to community work and development will be reviewed, the course is anchored in the principles and framework of Participatory Action Research (PAR) – also known as Community Based Research (CBR) as a relational and social justice approach to *doing* social development. PAR offers a philosophy, approach and methods to work collaboratively with communities to address social inequities, validate indigenous/local knowledge, and combine knowledge and action to foster social change.

The overall objective of this course is to critically explore community work and social development as components of a broader set of *critical* social praxis and processes. The course will be organized according to three types of sessions: a) review of key frameworks, debates and issues; b) discussion and problem solving of case studies about a critical social issue and within a specific field of practice (ex. health, settlement, housing, arts), c) critical skill building workshops.

Course Goals:

This course will assist participants to:

1. Develop a familiarity with the literature and current debates on activism, community social development, participatory action research and social change;
2. Enhance students skills in critical and structural analysis of the broader historical, social, economic and political forces impacting communities and marginalized social groups and their strategies of change;
3. Examine approaches to praxis for working in various local and international social settings;
4. Understand and apply guidelines for meaningful and ethical engagement in participatory action research projects;
5. Develop critical knowledge of process, ethics and strategies for transformative community work;
6. Enhance students' approaches to social action through a review of case studies and group activities.

Format of the course:

The goal in this course is to develop a community of praxis through mutual learning, active and democratic engagement in the various activities and discussions. The course will consist of lectures (I will do short lectures to provide social or historical context or to clarify theoretical concepts and frameworks), discussions of readings, group work on case studies, class presentations, guest speakers, skills workshops and class activities.

Readings:

There is no textbook for this course. Readings are extracted from eBooks; journals; resource websites and book chapters available in the Connect page for the course (these texts are marked in the course syllabus with a **).

Course Evaluation:

Workshop and portfolio	30%
Short paper on practice framework	15%
Class participation	15%
Final Project/paper	40%

See section on Assignments for a detailed explanation of the assignments
At the first class, we will review assignments and course outline and make needed changes to include students' interests and expectations.

OUTLINE

September 14th

Introduction to course:

Why “community” matters? For what do we engage in community work and activism? What is the current context for social action? How to position social development and organizing in such context? To do what, where and when? What is Participatory Action Research?

September 21st

Participatory Action Research (PAR) as an approach to community action and social development: key concepts, process and design

What are the key concepts in a PAR project? How does PAR-CBR engage with social development? What is community in this context?

Guests: Rainbow Refugee Society and Katherine Fobear

Brydon-Miller, M; Greenwood, D. and P. Maguire (2003). Why Action Research? *Action Research*, 1: 9-28

Minkler, M. and N. Wallerstein. (2008). *Community-Based Participatory Research for Health: From Processes to Outcomes*. 2nd ed. San Francisco: Jossey-Bass. (Part I and II) [Ebook](#).

Brown, K. Entry on *praxis* in the *Encyclopedia of Activism and Social Justice*. eBook

Garavito, C. (2015). Amphibious Research Action Research in a Multimedia World. Available at

http://www.dejusticia.org/files/r2_actividades_recursos/fi_name_recurso.748.pdf

Check: The Learning Place www.hivlearningplace.ca

This is an excellent and very well designed website on community based research. It has several and very useful modules on various key aspects of community based research. We will have one virtual exchange with the creator of this program at University Without Walls.

September 28th

Participatory Action Research (PAR) as an approach to community action and social development: partnerships and relations with communities and ethics.

How are partnerships and relations developed and sustained with communities, what are the principles and ethical issues?

Virtual Guest: Francisco Ibañez-Carrasco, University Without Walls

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

Tuck, E. (2009). Suspending damage: a letter to communities. *Harvard Educational Review* 79(3): 409.

Ospina, S., Dodge, J., Godsoe, B., Minieri, M., Reza, J., & Schall, E. (2004). From Consent to mutual inquiry: Balancing democracy and authority in action research. *Action Research*, 2(1), 47-70.

Chávez, V., B. Duran, Q. E. Baker, M. M. Avila, and N. Wallerstein. (2008). “The

Dance of Race and Privilege in Community-Based Participatory Research." In *Community-Based Participatory Research for Health: From Processes to Outcomes*, edited by M. Minkler and N. Wallerstein, 91-103. 2nd ed. San Francisco: Jossey-Bass.

Pittaway, E., et al. (2010). "Stop Stealing Our Stories': The Ethics of Research with Vulnerable Groups." *Journal of Human Rights Practice* 2(2): 229-251.

October 5th

The Capacity to Aspire and Act: knowledge, praxis and social movements

Case study: the Narmada Valley, India

**Appadurai, Arjun. (2004). *The Capacity to Aspire: Culture and the Terms of Recognition*. In V. Rao and M. Walton (Eds.), *Culture and Public Action* (59-84). Stanford: Stanford University Press.

Roy, Arundhati. *The Greater Common Good*. Available at:

<http://www.narmada.org/gcg/gcg.html>

Kurian, Priya. (2000). Generating power: gender, ethnicity and empowerment in India's Narmada Valley. *Ethnic and Racial Studies* 23(5)

**Freire, Paulo. (2003). *Pedagogy of the Oppressed* (pp. 87-124). New York: Continuum. 30th Anniversary Edition.

Recommended:

Choudry, A. (2007). Transnational coalition politics and the de/colonization of pedagogies of mobilization: Learning from Indigenous movement articulations against neo-liberalism. *International Education*, 37, (1), 97-112. Available at:

<http://trace.tennessee.edu/internationaleducation/vol37/iss1/6/>

Sen, Amartya. (1999). *Development as Freedom*. New York: Anchor Books. Read chapters **1, 3, 4. Placed in reserve for the course (physical)

** Available through the connect page for this course

**Weil, M. (2013). *Social Justice, Human Rights, Values, and Community Practice*. In M. Weil, Ed. *The Handbook of Community Practice*. Thousand Oaks, CA, SAGE Publications, Inc.

October 12 Holiday - no class

October 19th

[Short paper on practice framework due](#)

Workshop: The "disruptive" knowhow. Organizing a campaign/action. Facilitator: Shireen Soofi, No One is Illegal and Sanctuary Health

Srinivasan, R. and Fish, A. (2012). Revolutionary Tactics, Media Ecologies and Repressive States", *Public Culture* 23(3): 505-510.

Beckwith, D. and C. Lopez. (n.d). *Community Organizing: People Power from the Grassroots*. Center for Community Change. Available at <http://comm-wisc.edu/papers97/beckwith.htm>

Choudry, A. (2012). Building Counter-power from the Ground up: Contesting 'Ngoisation' through Social Movement Learning and Knowledge Production. In B. L. Hall, D. E. Clover, J. Crowther and E. Scandrett (Eds.), *Learning and Education for a Better World: The Role of Social Movements*, 141-154. eBook

Website No one is illegal <https://noii-van.resist.ca>

Recommended:

Prokosch, M. and L. Raymond (2002). *The Global Activist's Manual: Local Ways to Change the World*. New York: Thunder's Mouth Press/Nation Books.

Website The Ruckus Society. Actions Speak Louder than Words.

<http://www.ruckus.org/index.php>

Website: praxis makes perfect

<http://joshuakahrussell.wordpress.com/resources-for-activists-and-organizers/>

Website Training for Change <http://www.trainingforchange.org>

October 26th

Workshop: The "official" knowhow: Planning, designing and seeking funding for a community development and/or PAR project.

Facilitator: Victor Porter

Kenny, Sue. (2002). Tensions and Dilemmas in Community Development: New Discourses, New Trojans? *Community Development Journal* 37(4): 284 - 99.

Review:

Module on funding in The Learning Place www.hivlearningplace.ca

Toolkit 14 in The community toolbox:

<http://ctb.ku.edu/en/LearnMore.aspx>

November 2nd

Place Based Approaches to Community Work and Social Development

Case study: Black Communities Process of the Colombian Pacific

Corntassel, Jeff. 2012. Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination. *De-colonization: Indigeneity, Education and Society* 1 (1): 86-101

Escobar, A. (2008). *Territories of difference: Place, Movements, Life, Redes*. Durham: Duke University Press. eBook. Read chapter Introduction and chapter 1 "Place"

Ife, J., & Tesoriero, F. (2006). *Community Development. Community-based Alternatives in an Age of Globalisation*. Frechs Forest: Pearson Education Australia. Cap 2: Foundations of community development. An Ecological Perspective.

Recommended:

Patel, L; Kaseke, E. and J. Midgley (2012). Indigenous Welfare and Community-Based Social Development: Lessons from African Innovations. *Journal of*

November 9th

Participatory Methods for knowing and action: counter mapping and storytelling

Kelly, Kevin and Mary van der Riet. (2000). Participatory Research in Community Settings: Processes, Methods, Challenges. In Seedat M, Lazarus S. and Duncan N. (Eds), *Theory Method and Practice in Community Psychology: South African and Other Perspectives*. Cape Town: Oxford University Press. Available at: http://cadre.pn.predelegation.com/files/Participatory_Research_Kelly.pdf

Parker, B. (2006). Constructing Community Through Maps? Power and Praxis in Community Mapping. *The Professional Geographer*, 58(4), 470-484.

Boyer, L., Roth, W., & Wright, N. (2009). The emergence of a community mapping network: Coastal eelgrass mapping in British Columbia. *Public Understanding of Science*, 18(2), 130.

Pedersen, W., (2009). Our place and our words: Mapping downtown eastside community assets and challenges Carnegie Community Action Project. [eBook](#)

Louis, R. P., Johnson, J. T., & Pramono, A. H. (2012). Introduction: Indigenous cartographies and counter-mapping. *Cartographica: The International Journal for Geographic Information and Geovisualization*, 47(2), 77-79.
doi:10.3138/carto.47.2.77

Quiquix, L. (2014). Art of War, Art of Resistance: Palestinian Counter-Cartography on Google Earth. *Annals of the Association of American Geographers*, 104 (3), 2014

Archibald, J-A. (2008). *Indigenous Storywork: Educating the heart, mind, body, and spirit*. Vancouver, UBC Press. [eBook](#). Read chapter 1, 2 and 5

Check two useful websites:

Green maps <http://www.greenmap.org/>

UVic Community Mapping <http://mapping.uvic.ca/>

November 16th

Community cultural development, the digital world and the arts

Student led workshop

Srinivasan, R. (2013). Bridges Between Cultural and Digital Worlds in Revolutionary Egypt. *The Information Society* 29(1): 49-60.

Grodach, C. (2010). Art spaces, public space, and the link to community development. *Community Development Journal*, 45 (4): 474-493

Parry, W. (2011). *Against the Wall: The Art of Resistance in Palestine*. Ebook

Riaño, P. Encounters with Memory and Mourning: Public Art as Collective Pedagogy of Reconciliation. In Ibanez-Carrasco, Francisco and Erica Meiners,

Eds. *Public Acts: Disruptive Readings on Making Curriculum Public*. Routledge. New York. First Edition, 2004, 237 - 261.

Check these websites:

<http://forecastpublicart.org/toolkit/tools/education.html>

<http://vancouver.ca/parks-recreation-culture/public-art.aspx>

November 23rd

Community Health Development, Well being and Care

Student led workshop

Minkler, M. *Community Organizing and Community Building for Health and Welfare*. New Brunswick, NJ: Rutgers University Press, 2012. *Project MUSE*. Web. 13 Jan. 2013. eBook

V. K. Rose and L. M. Thompson. (2012). Space, place and people: a community development approach to mental health promotion in a disadvantaged community. *Community Development Journal*, 47 (4): 604-611

Carpenter, M. and T. Raj (2012). Editorial introduction: towards a paradigm shift from community care to community development in mental health. *Community Development Journal* 47 (4): 457-472

November 30th

Knowing and Acting for change in community development: A discussion and review

Student led workshop

Assignments

Short paper on practice framework

15%

Various approaches to community work and social action are reviewed during the first five weeks of the course. Inspired by the readings and class discussion/activities, you will examine the key ideas, concepts and ways of organizing for social action and/or community work that inform your praxis and work with communities or the use of a community's lens to address critical social issues. Length: 3,000 words. Use APA style.

Workshop

30%

Students' interest in community work/action and social change is highly diverse and this course does not cover all areas of interest. This assignment is an opportunity to join with at least two other students and gain deeper knowledge and insight on an area (approach/method/issue/experience/case study) of community based approaches you may be particularly interested or that you find inspiration from or problematic but promising approach or method for action. Your task is to become familiar with this area of work or particular approach/method by reviewing relevant publications (please

consult with me as I can make suggestions), exploring what are some of the issues or social problems that are associated with this area and selecting the material to share with the rest of the class and engage in learning and doing together. As a group you will: a) plan a *one and a half hour workshop* for the rest of the class. In considering time, allow time (10 to 15 minutes) at the end of the workshop for wrapping up and feedback; b) Put together a *portfolio or resource folder* that your classmates can consult while engaging in discussion and for further reference;

In preparing your workshop consider:

- a) The educational objectives and the learning points you want to achieve;
- b) Prepare discussion points or questions that can support you in facilitating the discussion.

Final work / Essay / Project

40%

Project or essay on a topic/issue of interest. Creative formats are encouraged and accepted (webpage, performance, video, display, poster, radio program, partnership with a community group). If you chose to write a paper, it is expected to be 5,000-6,000. Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. The style guide and a handout describing APA citations are available from the UBC Library (physical and online) and in the social work reading room. **Group work is accepted and encouraged.**

Class participation:

15%

Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings and class activities.

Recommended texts (chapters from these books have been included in the weekly readings)

Anderson, G and Herr, K. (2007). *Encyclopedia of Activism and Social Justice*. Sage reference. Ebook

Azzopardi, A., & Grech, S. (2012). *Inclusive communities: A critical Reader*. Rotterdam; Boston: Sense Pub.

Brydon, D., & Coleman, W. (Eds.). (2008). *Renegotiating Community. Interdisciplinary Perspectives, Global Contexts*. Vancouver: UBC Press.

Craig, G., et al. (2011). *The Community Development Reader: History, Themes and Issues*. Bristol: Policy Press.

Creed, G. W. (2006). *The Seductions of Community. Emancipation, Oppressions, Quandaries*. SantaFe: School of American Research Press.

Hyland, S. (Ed.). (2005). *Community Building in the Twenty-First Century*. Santa Fe: School of American Research Press.

Ife, J., & Tesoriero, F. (2006). *Community Development. Community-based Alternatives in an Age of Globalisation*. Frechs Forest: Pearson Education Australia.

Ledwith, M. (2011). *Community development: A critical approach* (2nd ed.). Bristol, UK: Policy Press

Kindon, S. L., et al. (2007). *Participatory action research approaches and methods: connecting people, participation, and place*. New York; London [England], Routledge.

Minkler, M. (2012). *Community Organizing and Community Building for Health and Welfare*. Rutgers University Press.

Sen, Amartya. (1999). *Development as Freedom*. New York: Anchor Books.

Shragge, Eric. (2003). *Activism and Social Change. Lessons for Community and Local Organizing*. Toronto: Broadview Press.

Wilson, M. G., & Whitmore, E. (2000). *Seeds of Fire: Social Development in an Era of Globalism*. Halifax: Fernwood Publishing.

Hall, B. L., Clover, D. E., Crowther, J., (2012). *Learning and Education for a Better World: The Role of Social Movements*. Papendrecht: Sense Publishers.

Recommended Journals:

Action Research

Community Development Journal

Interface: A Journal for and about Social Movements

Journal of Community Practice

Journal of Urban Affairs

Resource websites:

[COMM-ORG: The Online Conference on Community Organizing](#)

The community toolbox: <http://ctb.ku.edu/en/LearnMore.aspx>

Globalization and Autonomy Online Compendium: www.globalautonomy.ca

British Columbia HIV/AIDS Community based Research: <http://bchivcbr.org>

More websites are suggested as resources in the weekly outline

Course Policies:

In May 2013, the School of Social Work Council approved an Equity Action Plan aimed at realization of an equitable learning and working environment, and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is

ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off. *Cellular use for texting or phoning is not allowed in class.*

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	

A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.