CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
Spring/Summer 2021
June 7-18, 2021
PCD-5190C Community-Based Research as Peacebuilding
Graduate Course Syllabus

Instructor: Rich Janzen, PhD
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Lecture times: Monday–Friday, 12:30—3:30pm (Winnipeg time)
Office hours: Following class or by email

Last date for voluntary withdrawal without academic penalty: July 15, 2021

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COURSE DESCRIPTION

This course will explore how community-based research can expand possibilities towards peacebuilding. Through a combination of theory and practical case examples, it will demonstrate how research that is community-driven, participatory and action-oriented can contribute to social transformation that creates and sustains conditions for peace. Students will apply these insights as they engage in the creation of a community-based research proposal.

OBJECTIVES

After successful completion of this course students should have:

1. A basic understanding of the theory behind community-based research.

2. Insight into how community-based research is practically implemented in community settings.

3. The ability to critically reflect on excellence in community-based research, including the likelihood that a research project will contribute to social transformation.

4. The ability to apply course learnings into developing their own community-based research proposal on a topic that is important to them.

REQUIRED TEXTBOOK(S)

None. Required readings will be posted on Moodle.

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies and small group discussions to support students in their research proposal development. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DUE DATES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible in order to receive maximum benefit from the course.

Assignments are due as scheduled. Marks will be deducted for lateness (2% per day) unless previous arrangements have been made with the instructor. Written assignments will be submitted on Moodle.

ASSIGNMENT SUMMARY

ASSIGNMENT	DUE DATE	VALUE
1. Research rationale	June 7	20%
2. Proposal presentation	June 16-18	40%
3. Critique of presentations	June 25	20%
4. Reading reflective papers	July 1	20%

ASSIGNMENT GUIDELINES
1. Research rationale
Due: June 7
Length: 5-6 pages
Value: 20%
Description: In this assignment you will identify a social issue that community-based research could address and explain why it is important. You will choose a topic of interest to you and use a combination of academic and community-based sources to build a case for its significance. Your research rationale will also include an explanation of how a community-based approach to research could be effective in addressing the social issue, based on your understanding of the first course reading (Ochocka and Janzen 2014). This assignment can be viewed as preparation in creating your community-based research proposal (assignment #2), although your topic may be refined through class learning and discussion. More details of the assignment will be posted on Moodle.

Additional assignment instructions can be found in the "Course Assignments 1–2" file posted on Moodle.

2. Proposal presentation
Due: June 16-18 (presentation time and date to be scheduled during first week)
Length: 15-20 minutes + 10 min discussion
Value: 40%
Description: In this assignment you will verbally present your proposal for conducting a community-based research project on a topic of interest to you. Note that you will not be conducting the research, only proposing why the research is important and how it would be done. Presentations will cover the phases of

a community-based approach. The presentation would also demonstrate how the research would be community-driven, participatory and action-oriented in such a way that facilitates social transformation and creates or sustains conditions for peace. Your 15-20 minute in-class presentation should be supported by presentation slides (e.g., PowerPoint) and end with a 10-minute class discussion. More details of the assignment will be posted on Moodle.

Additional assignment instructions can be found in the "Course Assignments 1–2" file posted on Moodle.

3. Critique of presentations
Due: June 25
Length: 5-6 pages total
Value: 20%
Description: In this assignment you will choose two student presentations to critique. For each selected presentation you will briefly describe the proposed research and provide an assessment of its strengths and weaknesses according to the domains of community-based research excellence learned in the June 15 class and its required readings (Janzen, Ochocka & Stobbe, 2016; Janzen & Ochocka, 2020). The domains of critique include: community relevance, meaningful participation, rigour, knowledge mobilization, community mobilization, and social transformation. Your critique should demonstrate your understanding of the potential of community-based research to expand possibilities towards peacebuilding both in learning and in action.

4. Reading reflective papers
Due: July 1
Length: 3 pages x 4 papers
Value: 20% (5% each)
Description: In this assignment you will select four assigned readings and write a brief reflection paper for each. More than describing the content of the reading, your reflections should represent your original thoughts on the readings in light of the stated course objectives. For example, your reflections could address the following questions: What new insights did you gain from the reading? How did this reading contribute to your understanding of community-based research as a means of peacebuilding and social transformation? In what way was the reading limiting in its portrayal of community-based research? How did the reading challenge or reinforce views you previously held? You may choose how you wish to structure these reflections. They will be graded according to the marking rubric found below related to content, structure, conventions, and style.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual.* Ninth edition. Boston and New York: Bedford/St. Martin's, 2020.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

OTHER REQUIRMENTS

Academic Integrity—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (http://www.cmu.ca/students.php?s=registrar&p=policies) and in the CMU Calendar. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: http://www.indiana.edu/~istd/.

*Attendance—*In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. One day of class time (3 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloeppky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

Good communication skills are essential for justice and peacebuilding work. Thus, in general, instructors look for quality writing that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students are to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean's Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the CMU *Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an "incomplete" to the Registrar's office (spenner@cmu.ca). The student should seek the instructor's support for the appeal and must submit it by AUG 16.

If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the provisional grade entered alongside the "incomplete" will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE, TOPICS & READINGS
This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 7
Overview of course, community-based research, and its connection to peacebuilding
Readings:
Ochocka, J. & Janzen, R. (2014). Breathing life into theory: Illustrations of community-based research hallmarks, functions, and phases. *Gateways: International Journal of Community Research and Engagement. 7*, 18-33.
University of Southern California Research Guides (2020). Writing a Research Proposal. Retrieved from: https://libguides.usc.edu/writingguide/researchproposal

Tuesday, June 8
Laying the foundation: Implementing phase 1 of community-based research
Readings:
Kaida, A. Carter, A., Nicholson, V. et al. (2019). Hiring, training and supporting peer researcher associates: Operationalizing community-based research principles within epidemiological studies by, with, and for women living with HIV. *Harm Reduction Journal. 16*(41). DOI: https://doi.org/10.1186/s12954-019-0309-3
Steocker, R. (2003). Community-based research: From practice to theory and back again. *Michigan Journal of Community Service Learning, 9*(2). DOI: http://hdl.handle.net/2027/spo.3239521.0009.204

Wednesday, June 9
Research planning and information gathering/analysis: Implementing phases 2-3 of community-based research
Readings:

Amico, M. D., Denov, M. Khan, F., Linds, W., & Akesson, B. (2016). Research as intervention? Exploring the health and well-being of children and youth facing global adversity through participatory visual methods. *Global Public Health. 11*(5-6), 528-545. Retrieved from: https://www.academia.edu/24329788/Research_as_intervention_Exploring_the_health_and_well_being_of_children_and_youth_facing_global_adversity_through_participatory_visual_methods?email_work_card=view-paper

Kovach, M. (2010). Conversation method in Indigenous research. *First Peoples Child & Family Review. 5*, 1. DOI: https://doi.org/10.7202/1069060ar

Thursday, June 10

Acting on findings: Implementing phase 4 of community-based research

Readings:

Janzen, R. van de Hoef, S., Stobbe, A., Carr, A., Harris, J., Kuipers, R.A., & Acero Ferrer, H. (2016). Just faith?: A national survey connecting faith and justice within the Christian Reformed Church. *Review of Religious Research. 58*, 229-247. DOI: https://link.springer.com/article/10.1007/s13644-015-0245-y

Phipps, D., Cummings, J., Pepler, D., Craig, W., & Cardinal, S. (2016). The co-produced pathway to impact describes knowledge mobilization processes. *Journal of Community Engagement and Scholarship*. Retrieved from: https://www.nce-rce.gc.ca/AnnualMeeting-ReunionAnnuelle/2016KM/docs/DavidPhipps.pdf

Friday, June 11

How can community-based research be transformative?

Readings:

Janzen, R., Chapman, M., & Watson, J. (2012). Integrating immigrants into the life of Canadian urban Christian congregations: Findings from a national survey. *Review of Religious Research. 53*(4), 441-470. DOI: https://www.jstor.org/stable/41940752?seq=1

Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/collective_impact

Moyer, B. (1990). Abstract from: *The Practical Strategist: Movement Action Plan (MAP) strategic theories for Evaluating, Planning and Conducting Social Movements*. Social Movement Empowerment Project, San Francisco. http://www.paceebene.org.au/wp-content/uploads/2014/06/practical-strategist.pdf

Monday, June 14

Developing your research proposals

Readings:

None.

Tuesday, June 15

Assessing excellence in community-based research

Readings:

Janzen, R., Ochocka, J., & Stobbe, A. (2016). Towards a theory of change for community-based research projects. *The Engaged Scholar Journal: Community-engaged Research, Teaching, and Learning. 2*(2), 44-64. DOI: https://journalhosting.ucalgary.ca/index.php/esj/article/view/61445

Janzen, R., & Ochocka, J. (2020). Assessing excellence in community-based research: Lessons from research with Syrian refugee newcomers. *Gateways: International Journal of Community Research and Engagement.13*(1). DOI: https://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/7037

Wednesday, June 16
Instructor case example and student proposal presentations
Readings:
Neufeldt, R. & Janzen, R. (2020). Learning from and with community-based and participatory action research: Constraints and adaptations in a youth-peacebuilding initiative in Haiti. *Action Research Journal*. DOI: https://doi.org/10.1177/1476750320916226

Thursday, June 17
Student proposal presentations
Readings:
None.

Friday, June 18
Student proposal presentations and course wrap-up
Readings:
None.

SCHEDULE NOTES

July 15	The final date to withdraw from the course without academic penalty.
Aug 15	Instructors cannot grant extensions past this date.
Aug 16	The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.
Aug 21	Last day for instructors to submit grades.