UCLA Graduate School of Education & Information Studies  
FA 2019, ED 187-SEM 4 Participatory Action Research Methods

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jkarrasjeangilles@gseis.ucla.edu, (310) 206-3579, Moore Hall-1033C

T.A.: Alfredo Novoa  
alfredo.novoa@ucla.edu, Moore Hall-1041

Class Time: Tuesdays and Thursdays, 12:00 – 1:50pm (5 units)
Location: Moore Hall 3320
Office Hours: By appointment Tuesdays and Thursdays (requests via email)

Course Overview
Within the critical tradition of participatory action research (PAR) the power structures traditionally involved in the production of knowledge through research are challenged by contending that knowledge gained through lived experience are equal to that of ‘expert’ knowledge. This tradition advances human rights by recognizing children, youth, and adults as active agents in their lived experiences, who are capable of identifying and examining social issues that are consequential in their daily lives. PAR represents a strategy for countering adversity in one’s own community by examining a concerning issue or problem through research. In this course, we will examine collaborative action research approaches beginning with its foundational theoretical framing, mechanisms of social change, and unique methodological considerations for this paradigm. In the latter portion we will consider exemplars of PAR in communities and educational settings with an extended focus on youth participatory action research (yPAR) and its developmental implications, concluding with the scope and challenges of this tradition.

Course Learner Objectives
Upon completion of this course students will be able to:

1. Develop the ability to design comprehensive, collaborative approaches to research across distinct settings, communities, and learning environments.
2. Demonstrate a greater understanding of the field of PAR in relation to developmental implications for its impacts among children, youth, and families.
3. Increase knowledge regarding the use of PAR as a scientific research framework for advancing social justice and equity.

Readings Listed below and available as PDFs through CCLE site.

Student Privacy Statement
At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. Information disclosed in class should not be repeated or discussed with other students outside of the course.

CCLE Website
Students in this course are required to use CCLE. It is your responsibility to check the CCLE regularly (at least weekly) for announcements and assignments related to the course. Please configure your UCLA email to ensure that messages are automatically forwarded to the email you check regularly. It is essential that you are can receive emails through the CCLE so you can receive all out-of-class communications.
Late Assignments
Assignments turned in 1 day late will result in a 10% point deduction, 2 days late in a 20% deduction, 3 days late in a 30% deduction, 4 days late in a 40% deduction, and 5 days late in a 50% deduction. No assignments will be accepted that are more than 5 days late. All due dates are given at the beginning of the semester.

Written Assignments
All written assignments that are part of the portfolio project should be written in Times New Roman, size 12 font, double-spaced, in APA style. All in-text citations and the reference list should follow APA style. Resources for APA style will be available on the CCLE. Adherence to APA style will be included in each grading rubric for written assignments. https://owl.english.purdue.edu/owl/resource/560/01/

Participation
Attendance is required, if you are unable to attend class or if you will be late, please notify me ahead of time. Students are expected to participate in activities and discussion exercises, and to come to class prepared to discuss readings and assignments. No laptops or cell phones are to be used in class.

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<th>Grading Scale</th>
<th>98-100 A+</th>
<th>88-89 B+</th>
<th>78-79 C+</th>
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<tr>
<td>94-100 A</td>
<td>84-87 B</td>
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<td>90-93 A-</td>
<td>80-83 B-</td>
<td>70-73 C-</td>
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All assignments must be completed to pass. Grading will be based on facilitation, participation, and writing. Both understanding and critical analysis of the course material are expected. With the exception of a personal emergency, no incompletes will be given for this course.

Accommodations for Students with Disabilities
Any student attending UCLA who needs accommodations should connect with the UCLA Center for Accessible Education (https://www.cae.ucla.edu/learning-disabilities-brochure) at (310) 825-1501, A-255 Murphy Hall, Box 951426, Los Angeles, CA 90095-1426. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations.

Academic Integrity
A note on academic integrity: Plagiarism is a very serious form of both cheating and intellectual theft. In some cases there is clear intent and at others simple academic sloppiness. In either case, plagiarism may result in failure of the assignment of the course as well as a referral to the Dean. Please refer to UCLA’s statement on Academic Integrity: In order to avoid plagiarizing, you must always give credit whenever you use:
~ another person’s idea, opinion, or theory; ~ any facts, statistics, graphs, drawings—ANY pieces of information—that are not common knowledge; ~ quotations of another person’s actual spoken or written words; or ~ paraphrase of another person’s spoken or written words. Should you ever have doubts, please consult the following explicit web sites in order to clarify ambiguities that might lead to accusations of plagiarism:
http://www.northwestern.edu/uacc/plagiar.html or http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html
From Title IX Office
Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.
http://www.sexualharassment.ucla.edu/#349101888-resources

Diversity Statement
We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. We also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, we have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let us know as soon as possible so that we can work together to make arrangements.
Course Requirements & Grading Breakdown out of total 100 Points

Note, all rubrics will be posted on the CCLE

(10/100) In-Class Participation and Attendance: Class participation will be worth 10% of your final grade. Please note the quality of comments offered during class will matter more than quantity of comments. I am looking for comments that reflect thoughtful analysis of the assigned material and provoke stimulating, respectful discussion of key theoretical and methodological issues. Participation also includes engaging with in-class activities. Students should be participating consistently in class for full credit. Attendance will count as part of your class participation grade. I will track attendance each class. Each student will be excused 3 absences. There is no need to contact me regarding an absence unless an emergency will require you to miss multiple classes. Each absence in excess of 3 classes will result in 1 point off your final attendance grade.

(21/100) Question, Comment, and Criticism (QCC): For each week, students must submit to the CCLE forum discussion a question, a comment, and a criticism regarding the reading. Each submission should be thoughtfully written, with attention to key concepts. The purpose of this assignment is to encourage you to critically reflect on the readings and promote your class participation by giving you space to come to class prepared for discussion. Each submission is worth 3 points and is due by 11:59pm on Mondays. Completion of all 7 of these assignments are worth 21% of your final grade. Readings outlined in the syllabus are subject to change depending on how we progress throughout the course.

(10/100) Pop-Culture/Critical Thinking Group Discussion: During Week 1, each student will sign up to be in a group of 2-4 that leads the first (A) or second (B) half of Thursday discussion: Weeks 2, 3, 4, 5, 7, or 8. By group, students will pick one reading. The goal of the group-led discussion is for students to provoke respectful, critical and thoughtful analysis of the reading, especially by connecting the topic to related pop-culture issues that illuminate the reading’s major concepts. Students are encouraged to get creative with how they approach their discussions of the readings, e.g. incorporate multi-media spanning from YouTube videos to recent events in the news to song lyrics, etc. to communicate the main ideas or issues addressed within the reading. It is the responsibility of the group to stimulate in-class discussion. The use of activities, PowerPoint, or printed handouts are strongly encouraged. Students will mostly be in groups of 3; group sizes are subject to change pending final enrollment. The group discussion is worth 10 points, totaling 10% of your final grade. You do not need to complete a QCC for your week’s discussion.

(39/100) Portfolio Assignment: The portfolio assignment will be worth 39% of your final grade. The purpose is to apply course concepts to design a PAR project addressing a real-world issue. Students will choose a major topic at the beginning of the semester and submit components of their portfolio throughout the course: (1) topic statement (2 pts); (2) annotated bibliography (5 pts); (3) literature review (8 pts); (4) project outline (8 pts); and (5) a proposal for PAR project (16 pts). Each piece will be submitted to the CCLE before class begins on the due date.

(20/100) Project Presentations: You will be required to present on your PAR project two times: draft in Week 6 (5 pts); final presentation (15 pts) Week 10. During Week 6 you will receive feedback, in the final week you will demonstrate application of the material to your class members.

Extra Credit: Opportunities for extra credit will be announced in class throughout the semester.
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<th>WK</th>
<th>Course Overview</th>
<th>Topic &amp; Readings</th>
<th>Assignment(s) Due</th>
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<td>Syllabus</td>
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**Supplementary Readings/Resources**

- Freire, P. Pedagogy of the Oppressed: Chapters 1-3
- Jason et al. (Eds.) (2019). Introduction to Community Psychology-Becoming an Agent of Change

Supplementary Readings/Resources

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<thead>
<tr>
<th>3</th>
<th>Methodological Considerations</th>
<th>T, 10/15/19</th>
<th>R, 10/17/19</th>
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Supplementary Readings/Resources
Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). Naming the stars- Integrating qualitative methods into psychological research.
### PAR in the Community

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### Supplementary Readings/Resources


### Educational Action Research

|---|

### Supplementary Readings/Resources

- Lykes et al (2018). Participatory and action research within and beyond the academy- Contesting racism through decolonial praxis and teaching “against the grain”. American journal of community psychology, 62(3-4), 406-418


### 6 Development through yPAR (I)


### Supplementary Readings/Resources

- Partridge et al. (2018, August). Teenagency-How young people can create a better world. RSA-Action and Research Centre.

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<thead>
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<th>Development through yPAR (II)</th>
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<th>R, 11/14/19</th>
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**Supplementary Readings/Resources**


Fox, M. (2016). On research, art, and transformation- Multigenerational participatory research, critical positive youth development, and structural change. Qualitative Psychology, 3(1), 46.

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<th>8</th>
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<th>T, 11/19/19</th>
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Supplementary Readings/Resources


Supplementary Readings/Resources


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