Instructor:	Jason A. Douglas, Ph.D.
Office Location:	Washington Square Hall 111 C
Telephone:	408-924-8977
Email:	jason.douglas@sjsu.edu
Office Hours:	Wednesdays, 10:00 AM - 12:00 PM
Class Days/Time:	Tuesdays, 4:30– 7:15 PM
Classroom:	Central Classroom Building 100

CATALOGUE DESCRIPTION

This course integrates interdisciplinary theory and practice in developing a situated understanding of community-based participatory research (CBPR) toward redressing environmental inequities. Students will apply these theories and practices in their own environmental research and advocacy projects regarding local environmental issues.

COURSE FORMAT

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. All students will be expected to lead one (1) class discussion. Reading all assigned materials before class time will help to advance our discussions. Furthermore, class discussions will be extended through out-of-class discussion on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Sundays. Replies to classmates are due before class on Tuesdays. Finally, all students will be expected to present the results of a collaborative project in class.

CANVAS MESSAGING

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas to learn of any updates.

COURSE DESCRIPTION

This course integrates interdisciplinary theory and practice in developing a situated understanding of community-based participatory research (CBPR) toward redressing social and environmental inequities. Such inequities frequently manifest in physical and mental health issues at the community-level, calling for an emerging base of scholars and practitioners trained in community-based theory and practice. Developing student understanding theory and practice will be grounded in the context of improving environmental conditions in at-risk communities, and promoting community participation and empowerment. Students will learn a broad range of theoretical and methodological approaches to doing the work of community, in community, and with community.

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 the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

ACADEMIC INTEGRITY POLICY
Academic integrity requires that students do not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: http://info.sjsu.edu/static/catalog/integrity.html. One serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy, "...plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements." Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we'll take measures together to prevent this from

happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.

CAMPUS POLICY IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

STUDENT TECHNOLOGY RESOURCES

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. In addition, computers are available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

PEER CONNECTIONS

The Peer Connections center is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the Peer Connections website for more information at **http://peerconnections.sjsu.edu**.

SJSU WRITING CENTER

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/.

COMMUNICATION CENTER

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday - Thursday 10:30AM - 4:30PM September 11th - December 6th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops and self-paced online modules via Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment

in COMM 80 provides support for the Center. More information can be found through the website http://commcenter.sjsu.edu/

ACADEMIC COUNSELING CENTER FOR EXCELLENCE IN THE SOCIAL SCIENCES (ACCESS)
Clark Hall Room 240, 924-5363, socsci-access@sjsu.edu
Dr. Hien Do, Faculty Director, Hien.Do@sjsu.edu, 924-5461; Valerie Chapman, Academic Advisor, Valerie.Chapman@sjsu.edu, 924-5364
All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

PROFICIENCY EXPECTATIONS AND TECHNICAL SUPPORT
Students are expected to have basic computer skills including basic proficiency with the operating system of their computer, software used in the course, use and access of the web and SJSU's Canvas site. You should also know how to use Microsoft Word or a similar word processing software program, as well as be able to properly upload documents to the course website and attach documents to emails. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues should be directed to the SJSU help desk.

ASSIGNMENTS AND GRADING POLICY
The assignments provide a mechanism to learn a variety of material, connect issues, gain skills, and express knowledge and through writing, discussion, and research. The information below indicates the type and value of each course requirement.

In-Class Discussions: 15%
As this class will include a combination of lectures and group discussions, all students will be expected to participate in discussions, demonstrate knowledge of assigned readings, receive feedback from the professor and peers in a non-defensive manner, and offer constructive criticism to peers in an effort to support collaborative learning. In addition, all students will be required to lead one class discussion based on the readings.

Canvas Discussions: 15%
All students will be expected to post two (2) points for discussion based on class readings on Canvas each [Dates TBD] before class. Furthermore, all class participants will be required to respond to at least two classmates before class time. Details will be discussed in the first class.

Field Investigation:
All students will work in small groups to investigate an issue affecting a Bay Area community. Some of the issues that may be considered include, but are not limited to, access to parks and green space, transportation inequities, food justice, etc. In this process, students will apply the CBPR skills gained in this course to develop a relationship with a community-based organization (CBO), interview key informants from the CBO to further unpack the issues of concern, work with community members to develop methods for redressing the identified issue, investigate the relevant issues based on these methods, and develop public policy suggestions based in their findings. Components of this project include the following:

- *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. Presents a methodology that may be used in the investigation

    Note: the professor will work with all groups to refine project proposals. Multiple submissions may be necessary.

- *Individual Project Report: 10%* - Following project proposal approval, groups will proceed with their studies. In this time, each group will be expected to report back to the community-based organization participants on progress made in their research in the form of individual reports. The individual project report will entail a 1500 word, APA format paper including introduction and methods sections. Additional details will be provided on Canvas and discussed in class.

- *Individual Research Report: 30%* - Upon completing group CBPR projects, each student will produce a full-scale, 2500 word APA style research paper. The paper will include all sections, from introduction to discussion. The paper should review the relevant literature concerning the issue being investigated, describe the immediate issue, describe the cultural and social contexts concerning the issue, evaluate the role of community participation in addressing the issue, propose and apply an ecological level of analysis to the problem, and provide suggestions for further addressing the issue being investigated. Additional details will be provided on Canvas and discussed in class.

Collaborative In-Class Presentation: 20%
All groups will be expected to present their community-based studies in class. The purpose of this assignment is to provide a space for each group to demonstrate their knowledge and experiences of their investigation, and to expose class members to the diversity of issues that are experienced throughout communities in the Bay Area. Each presentation should be no more than 20 minutes with 5 minutes reserved for questions.

Barring extenuating circumstances, all assignments are due at the time specified in the assignment description.

All formal writing assignments will be graded according to the following standards:

98 - 100	A+	88 - 89	B+	78 - 79	C +	68 - 69	D+	59 - F
93 - 97	A	83 - 87	B	73 - 77	C	67 - 63	D	
90 - 92	A-	80 - 82	B-	70 - 72	C-	60 - 62	D-	

STUDENT RESPONSIBILITIES
The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are

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 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.

<div align="center">FALL 2016 ENVS 127 SCHEDULE</div>

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	1. No assigned readings 2. In-class exercise: What is participation?
2	September 6	Development and Practice of Community-Based Research (CBPR)	1. Read Dewey (1896) and Lewin (1946) 2. Online Discussion: Understanding CBPR 3. Meet with community-based organization members
3	September 13	The Aims of CBPR	1. Cahill (2004) and Prilleltensky (2001) 2. Online Discussion: Individuals and communities
4	September 20	The Methods of CBPR	1. Read Minkler (2001) and Mosavel (2005) 2. Online Discussion: Community participation 3. Project description due 4. Tentative community mapping session

5	September 27	The Individual Context	1. Read Winkle, Saegert, and Evans (2009) and Gonzalez, Villanueva, and Grills (2012) 2. Online Discussion: Is it an individual thing?
6	October 4	The Community Context	1. Read Gonzalez et al. (2011) and Savin-Baden and Wimpenny (2007) 2. Online Discussion: What's community got to do with it?
7	October 11	Guest Speaker TBA	1. Read *TBA* 2. Online Discussion: TBA
8	October 18	Environment and Diversity	1. Read Floyd et al. (2009) and Holkup et al. (2004) 2. Online Discussion: What diversity? 3. Meet with community-based organization members
9	October 26	Empowerment and Participation	1. Read Hart (1992) and Zimmerman (2000) 2. Online Discussion: Food justice
10	November 1	Guest Speaker	1. Read TBA 2. Online Discussion: TBA 3. Project report due
11	November 8	Modes of Participation	1. Read Los Angeles Collaborative for Environmental Health and Justice (2011) and Speer et al. (2014) 2. Online Discussion: How do you participate?
12	November 15	Movement Building	1. Read Cordner et al. (2012) and Bromage et al. (2015) 2. Online Discussion: Achieving climate justice
13	November 22	Community and Social Change	1. Read Gates (2014) and Christens et al. (2014) 2. Online Discussion: Can we make a change? 3. Meet with community-based organization members
14	November 29	In-class Presentations	1. No Assigned Readings
15	December 6	In-class Presentations	1. No Assigned Readings
16	December 13	No Class – Papers due December 14	1. No Assigned Readings

Course Readings:

Bromage, B., Santilli, A., & Ickovics, J. R. (2015). Organizing With Communities to Benefit Public Health. *American Journal of Public Health*, *105*(10), 1965–1966. http://doi.org/10.2105/AJPH.2015.302766

Cahill, C. (2004). Defying gravity? Raising consciousness through collective research. *Children's Geographies*, *2*(2), 273–286.

Christens, B. D., Inzeo, P. T., & Faust, V. (2014). Channeling Power Across Ecological Systems: Social Regularities in Community Organizing. *American Journal of Community Psychology*, *53*(3-4), 419–431. http://doi.org/10.1007/s10464-013-9620-4

Dewey, J. (1896). The reflex arc concept in psychology. *Psychological Review*, *3*(4), 357–370. doi:10.1037/h0070405

Floyd, M. F., Taylor, W. C., & Whitt-Glover, M. (2009). Measurement of Park and Recreation Environments That Support Physical Activity in Low-Income Communities of Color: Highlights of Challenges and Recommendations. *American Journal of Preventive Medicine*, *36*(4, Supplement), S156–S160. http://doi.org/10.1016/j.amepre.2009.01.009

González, E. R., Villanueva, S., & Grills, C. N. (2012). Communities Creating Healthy Environments to Combat Obesity: Preliminary Evaluation Findings From Two Case Studies. *Health Disparities in Latino Communities*, *10*, 88–98.

Gates, A. B. (2014). Integrating Social Services and Social Change: Lessons From an Immigrant Worker Center. *Journal of Community Practice*, *22*(1-2), 102–129. http://doi.org/10.1080/10705422.2014.901270

Gonzalez, P. A., Minkler, M., Garcia, A. P., Gordon, M., Garzón, C., Palaniappan, M., … Beveridge, B. (Dec2011 Supplement). Community-Based Participatory Research and Policy Advocacy to Reduce Diesel Exposure in West Oakland, California. *American Journal of Public Health*, S166. doi:10.2105/AJPH.2010.196204

Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. UNICEF International Child Development Centre

Holkup, P. A., Tripp-Reimer, T., Salois, E. M., & Weinert, C. (2004). Community-based Participatory Research. *ANS. Advances in Nursing Science*, *27*(3), 162–175.

Lewin, K. (1946). Action Research and Minority Problems. *Journal of Social Issues*, *2*(4), 34–46.

Los Angeles Collaborative for Environmental Health and Justice. (2010). *Hidden Hazards: A Call to Action for Healthy, Livable Communities*. Santa Monica, CA: Liberty Hill Foundation. Retrieved from http://chemicalright2know.org/files/ Hidden_Hazards.pdf

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.

Savin-Baden, M., & Wimpenny, K. (2007). Exploring and Implementing Participatory Action Research. *Journal of Geography in Higher Education*, *31*(2), 331–343. doi: 10.1080/03098260601065136

Speer, P. W., Tesdahl, E. A., & Ayers, J. F. (2014). Community organizing practices in a globalizing era: Building power for health equity at the community level. *Journal of Health Psychology*, *19*(1), 159–169. doi:10.1177/1359105313500255

Winkel, G., Saegert, S., & Evans, G. W. (2009). An ecological perspective on theory, methods, and analysis in environmental psychology: Advances and challenges. *Journal of Environmental Psychology*, *29*(3), 318–328. doi:10.1016/j.jenvp.2009.02.005

Zimmerman, M. A. (2000). Empowerment Theory: Psychological, Organizational, and Community Levels of Analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 43-63), New York, NY: Kluwer Academic/Plenum Publishers.