**USC**Annenberg

**COMM 653:**
**Research, Practice & Social Change**

**4 Units**

**Spring 2024 – Monday – 2:00-4:50pm**
**Section:** 20946D
**Location:** ANN 310C

**Instructor: François Bar**
**Office:** ANN 310L
**Office Hours:** by appointment
**Contact Info:** fbar@usc.edu

**This syllabus is a work-in-progress. It builds upon previous versions of this class taught by Sandra Ball-Rokeach and Barbara Osborn. The weekly schedule provides a good indication of how the class might unfold, but will be updated based on this year's research topics, community partners, and students' interests.**

**I. Course Description**
The central questions guiding this course concern the challenges, theoretical models and best practices of academic and community organization research partnerships. The goal of this course is to help students who expect to make careers either as academics or nonprofit policy/research staff to navigate the challenges of bridging the gap between the academy and community-based organizations so that a co-creation of knowledge can occur.

**II. Student Learning Outcomes**
The course familiarizes students with theoretical and practical models for academic/community partnerships. Students accrue experience forging partnerships that address the questions of knowledge and power inherent in the process.

To accomplish these goals
(a)     the course instructor draws on extensive experience working in partnership with non-profit organizations;
(b)     course readings draw from the growing literature on how to establish researcher/community partnerships along with exemplary successes and failures
(c)     course sessions will often include other experts who are actively joining research and community in various issue areas (e.g., environment, health disparities, economic justice, immigration);
(d)     students develop a working relationship by mutual agreement with a local non-profit grassroots community organization; and
(e)     a portion of each course session is devoted to trouble-shooting with regard to student projects.

Our goal is to equip students with the experience and knowledge they need to successfully bridge the academic/community divide in a way that benefits both the career development of the student and the research needs of community organizations.

This course requires that students have basic research skills that they can bring to bear in a researcher/community organization partnership. Doctoral students in and beyond the Annenberg

School for Communication are welcome. Masters level students are also welcome, but need to acquire permission from the instructor.

**III. Course Notes**
Because the required fieldwork is time sensitive, faculty guidance should be sought by email, phone or text in between class sessions. The instructor's mobile # will be shared in class. On-campus or zoom meetings may be set by appointment.

**IV. Description and Assessment of Assignments**
Students are expected to play an active role in shaping class discussion. To that end, students will be asked to take responsibility to lead discussions of the week's readings and will be asked to develop précis of many of the readings. Assignments will be made week to week.

Students will conduct, either alone or in a small group, a research project using a model of community-based participatory research. Students are expected to engage in a systematic inquiry, making use of whatever methodological approaches seem appropriate to the research and that they have the knowledge to apply.

Course projects draw on relationships the instructor has established with local organizations pursuing social justice, including the Los Angeles Community Action Network (LA CAN), Community Services Inc., KAOS Network and Trap Heals. Students may also propose a project developed from their own contacts and resources, though such projects must be approved by the instructor. Doctoral candidates may, with instructor's approval, design a related research project that will support the progress of their dissertation.

A summary of the goals, strategies and outcomes of the course can be found in this article "Community-Engaged Research: Can we partner with our closest neighbors?" Inside Higher Education blog, August 2015. (https://www.insidehighered.com/blogs/higher-ed-gamma/community-engaged-research)

The second and third class sessions include an opportunity for students and partnering organizations to discuss prospective projects and partnerships. Among the types of research that could be conducted within the semester timeframe might be:

• A small population study, e.g., a study of the demographic and spatial characteristics of a specific geo-ethnic community.
• A community needs/resource assessment or asset mapping
• A participatory co-design effort.
• An evaluation of a program which may include development of survey instruments or development of a focus group protocol

The student(s), working with the partnering organization, will develop a memorandum of understanding (MOU) that specifies the nature of the research, the tasks the researcher will be responsible for, identify supervision of the project on behalf of the community partner, agreements for regular meetings, and a clear time line for the conduct of the project. These MOUs are due no later than the fourth week of the semester.

Student researchers are asked to send an email to their partner organization every other week and cc the professor, briefly outlining the progress made, any work for the two-week period that remains outstanding, and any modifications needed to the schedule as outlined in the MOU.

Although it is desirable to develop and complete a research project, given the constraints of the semester, it is understood that with some fieldwork projects the process is the product. Therefore, students are advised to keep detailed notes of the process as it unfolds.

The final course paper has two components:

(1)    The final fieldwork paper should be prepared in a way so that it is of optimal value to the collaborating community organization, even if this means departing from academic conventions. It is strongly encouraged that reports to community organizations begin with an Executive Summary unless such a summary is inappropriate to the findings or audience. The length of the fieldwork paper will vary according to the nature of the project and the mutually-agreed-to expectations about the report's purposes.

(2)    A "reflection epilogue" that is not intended for the community organization, and that details your challenges, encounters with power differentials, cultural differences, and otherwise illustrates your hands-on engagement with the central questions of the course. It is strongly recommended you keep weekly field notes to enrich your end-of- semester reflections. Please consider the lessons you would draw from this experience and how they would inform your approach in future community based research projects.

What follows is the schedule of topics and readings from the last time this course was taught. This provides a good indication of how the class might unfold, but will be updated based on this year's research topics, community partners, and students' interests.


**V. Grading**
**a. Breakdown of Grade**

| Assignment | Points | % of Grade |
|---|---|---|
| Seminar Participation | 15 | 15% |
| Discussion Facilitation | 10 | 10% |
| MOU and Project Research Work Plan | 20 | 20% |
| Course Project Presentation (20 minutes) and supporting materials | 25 | 25% |
| Course Project Final Paper, and deliverable to partner organization | 30 | 30% |
| **TOTAL** | **100** | **100%** |

**b. Grading Scale**

| | | |
|---|---|---|
| 94% to 100%: A | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 93%: A- | 77% to 79%: C+ | 64% to 66%: D |
| 87% to 89%: B+ | 74% to 76%: C | 60% to 63%: D- |
| 84% to 86%: B | 70% to 73%: C- | 0% to 59%: F |

**VII. Assignment Submission Policy**

A.       All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.

B.       Assignments must be submitted via email and in hardcopy, unless other arrangements have been made with the instructor.

**VIII. Required Readings and Supplementary Materials**

All readings will be made available in a Dropbox folder unless a hyperlink is included in the syllabus. Many additional related readings that may be of interest will also be added to the Dropbox.

**IX. Laptop Policy**

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

**X. Add/Drop Dates for Session 001**
**(15 weeks: 1/8/2024 – 4/26/2024; Final Exam Period: 5/1-8/2024)**
**Link: https://classes.usc.edu/term-20241/calendar/**
**Last day to add:** Friday, January 26, 2024
**Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund:** Friday, January 26, 2024
**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, January 26, 2024 [All major and minor courses must be taken for a letter grade.]
**Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit:** Tuesday, January 30, 2024
**Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:** Friday, February 23, 2024 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.
*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]
**Last day to drop with a mark of "W":** Friday, April 5, 2024

**XI. Course Schedule: A Weekly Breakdown**

| | Topics/Daily Activities | Readings and Homework | Deliverable/Due Dates |
|---|---|---|---|
| **Week** | Course Overview | | By 1/12: email your personal statement to the instructor |
| **Week 2** | No class – Martin Luther King Day Holiday | | |
| **Week 3** | Initial Partnership Meetings | | |
| **Week 4** | Toolkit Reviews | | Walk the class through one of the toolkits (to be assigned) |
| **Week 5** | MOU Case Study: Vozmob | | Draft MOUs Due |

| | | | |
|---|---|---|---|
| **Week 6** | Case Study: Shifting Perceptions / RideSouthLA | | Final MOU and Project Research Work Plan due |
| **Week 7** | Urban Transformation / Leimert Phone Co - People Street | | |
| **Week 8** | Community Research: Program Assessments | | |
| **Week 9** | Mid-semester assessment | | Progress Report due |
| **Spring Break – 3/9-17** | No Classes | | |
| **Week 10** | Foundations and Thinktanks | | |
| **Week 11** | TBD | | |
| **Week 12** | Entertainment-Education | | |
| **Week 13** | Reflecting on CBPR Success | | |
| **Week 14** | Student Presentations | | **Presentation to Community Partner** |
| **Week 15** | Student Presentations | | **Presentation to Community Partner** |
| **Monday May 6** | (no final exam) | | **Final Deliverable Due to Community Partner (and instructor)** |

Each week several students will be asked to prepare précis of the readings for the following week and to distribute via email copies for instructor and students. These précis should summarize salient points from the reading.

The development of community based participatory research, action research, participatory action research and community-engaged research emerge from different disciplines, with slightly different approaches but generally aligned goals. In this course, we are ecumenical in our approach. These aligned research approaches draw on a diverse array of thinkers inside and outside the academy. This course is not designed to steep you in those literatures, but as time permits you may want to explore the work of W.E.B. Dubois, C. Wright Mills, Myles Horton, Saul Alinsky, Kurt Lewin, Jane Addams and Maxine Green among others to develop a richer understanding of the thinking that has contributed to this research approach.

**IMPORTANT**: The following readings will probably not be discussed in class until week four or five, but **you are strongly urged to read them as early in the semester as your time allows**. They will give you an essential foundation for developing your partnership.

Strand, Kerry; Sam Marullo; Nick Cutforth; Randy Stoecker; Patrick Donohue. *Community-Based Research and Higher Education: Principles and Practices.* San Francisco: John Wiley & Sons. 2003. Chapters 1 and 2.

Nyden, Philip and Wim Wiewel, "Collaborative Research: Harnessing the Tensions Between Researcher and Practitioner," *The American Sociologist,* Winter 1992. 43-55.

Stoecker, Randy, "Creative Tensions in the New Community Based Research," Keynote addressed prepared for the Community-Based Research Network Symposium, Carleton University, Ottawa, Canada, May 13, 2004.

**Week 1: Course Overview**
Overview of the course and discussion of the student partnerships.

By Friday Jan 12, please prepare a short personal statement that outlines your interest in community research, any previous experience you have working with community organizations, your research skills and any other information about yourself that you think is relevant as a first introduction to the participating community organizations. **This statement should be emailed to the instructor by Jan 12 and will be shared with prospective community partners in advance of the second class meetings.**

Three community research toolkits are listed below. The Research for Organizing Toolkit is likely to be most relevant to most course partnerships, but the Advancement Project and DataCenter toolkits frame community research for slightly different audiences. Look closely at the Research for Organizing Toolkit and skim the others. For the fourth class session please come to class with five observations that they'd be interested in discussing with the class. They can concern elements of the guides that you think are potentially useful, interesting, or that you question.

1. Urban Justice Center's Research for Organizing Toolkit
2. Advancement Project's Healthy City Community Research Toolbox (You only need to read A Short Guide to Community Based Participation Action Research, though other links from the main page may be of interest.)
3. DataCenter's An Introduction to Research Justice

**Week 2 and 3: Initial Partnership Meetings**

Subject to partners' availability, these class sessions provide an opportunity for student researchers to introduce themselves to organizations and organizations to introduce their work and their proposed research project. An MOU between students and an organization will be due no later than mid February.

By the end of the day on January 28, students should have identified a project (or two) that they wish to pursue further. A face-to-face meeting to clarify the goals and scope of the research within the following week is strongly encouraged.

**Week 4: Approaches to Community Research: Toolkit Reviews**

Class Presentations. <u>For the fourth class session</u> you'll be asked to walk the class through one of the toolkits below identifying insights, resources, and highlighting materials that you think you or other members of the class may be able to use in developing your research partnership.

1. Research for Organizing Toolkit
2. Advancement Project's Healthy City Community Research Toolbox
3. DataCenter's An Introduction to Research Justice

**Week 5: MOU Case Study: VozMob**

Brough, M. (*)<u>,</u> Lapsansky, C. (*), Gonzalez, C. (*), Stokes, B. (*), & **Bar, F.** (2017). Mobile Voices: Design as a method to explore the possibilities and limitations of community participation. *Mobile Media & Communication*. https://doi.org/10.1177/2050157917737812

Añorve, R., **Bar, F.**, Brough, M. (*), Cisneros, A., Costanza-Chock, S. (*), Lucía Garcés, A., C. Gonzalez, de Lourdes González Reyes, M., Jimenez, C., Lapsansky, C.(*), Mancia, M., Rodriguez, M. & Wallis, C.(*) (2011). Mobile Voices: projecting the voices of immigrant workers by appropriating mobile phones for popular communication. In P. M. Napoli & M. Aslama (Eds.), *Communications Research in Action: Scholar-activist Collaborations for a Democratic Public Sphere* (pp. 177–196). New York, NY, USA: Fordham Univ Press.

Gordon, E. & Racin, L. (2017), Memorandum of Understanding for Mutually Beneficial Research, mimeo. http://elabhome.blob.core.windows.net/resources/mou-template-for-mutually-beneficial-academic-community-partnerships-1.docx

**Week 6: Case Study: Shifting Perceptions / RideSouthLA**

Guest Speaker: Tafarai Baynes, Board Member, Ciclavia; LA Transportation Commissioner.

<u>Stokes, B.</u> (*), Villanueva, G. (*), **Bar, F.**, & Ball-Rokeach, S. (2015). Mobile Design as Neighborhood Acupuncture: Activating the Storytelling Networks of South Los Angeles. *Journal of Urban Technology*, *22*(3), 55–77. http://doi.org/10.1080/10630732.2015.1040292

RideSouthLA - Urban Trend: Collaborative Urban Mapping" (Baumann, K.(*), Stokes, B.(*), & **Bar, F.**,). Invited video contribution for the exhibition "Participatory City: 100 Urban Trends from the BMW Guggenheim Lab". Solomon R. Guggenheim Museum, New York, NY. (October 11, 2013– January 5, 2014). (http://youtu.be/aRQcNLAiEz4)

**Week 7: Case Study: Urban Transformation / Leimert Phone Co - People Street**

Guest Speaker: Ben Caldwell, KAOS Network

Stokes, B. (*), **Bar, F.**, Baumann, K. (*), & Caldwell, B. (2014). Neighborhood Planning of Technology: Physical Meets Digital City from the Bottom-Up with Aging Payphones. *The Journal of Community Informatics*, *10*(3). http://ci-journal.net/index.php/ciej/article/view/1090

**Week 8: Case Study Community Research: Program Assessments**

TBD

**Week 9: Mid-semester assessment**

We will use the readings as a framework for a mid-semester assessment of the course and the partnerships.

Rossi, Peter H., Howard E. Freeman and Mark W. Lipsey. *Evaluation: A systematic approach.* SAGE Publications, 2004. 7th ed.

Stoecker, Randy. *Research Methods for Community Change.* Chapter 7. Thousand Oaks, SAGE Publications, 2007.

**Spring Break March 9-17**

**Week 10: Foundations and Thinktanks**

This session is designed to talk about the rise of research and idea production and dissemination through thinktanks and its role in U.S. politics, as well as the role foundations play in supporting these activities.

Guest speaker: Barbara Osborn, Liberty Hill Foundation

**Readings**

Paget, Karen. "State of the Debate: Lessons of Right-Wing Philanthropy," *The American Prospect,* December 15, 2001. http://prospect.org/article/state-debate-lessons-right- wing-philanthropy

Rich, Andrew. "War of Ideas: Why mainstream and liberal foundations and the think tanks they support are losing in the war of ideas in America politics," *Stanford Social Innovation Review,* Spring 2005.

Weaver, R. Kent. "The Changing World of Think Tanks," *P.S. Political Science and Politics,* vol. 23, no. 3, pp. 568-578.

**Week 11/ TBD**

**Week 12: Entertainment-Education**

Guest speaker: Doe Mayer, Chair of Film and Television Production at USC's School of Cinematic Arts and Professor in the Annenberg School for Communication and Journalism.

<u>Readings</u>

Moyer-Guse, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. *Communication Theory* 18: 407-425

Murphy, S. T., Frank, L. B., Moran, M. B. & Patnoe-Woodley, P. (2011). Involved, transported, or emotional? Exploring the determinants of change in knowledge, attitudes, and behavior in entertainment-education. *Journal of Communication* 61: 407- 431.

Literat, I., & Chen, N.-T. N. (2013). Communication infrastructure theory and entertainment-education: An integrative model for health communication. *Communication Theory.* Advance online publication. doi: 10.1111/comt.12011

**Week 13: Reflecting on CBPR Success**

How to measure success of community research projects? The future of community research

<u>Readings:</u>

Klocker, Natascha. 'Participatory Action Research: The Distress of (Not) Making a Difference.*' Emotion, Space and Society* 17 (2015) 37e44

Lindquist-Grantz, R & Vaughn, L 2016, 'The journey and destination need to be intentional: Perceptions of success in community-academic research partnerships', *Gateways: International Journal of Community Research and Engagement*, vol. 9, no. 1, pp. 1–21. doi: 10.5130/ijcre.v9i1.4872

Levkoe, Charles Z and Stack-Cutler, Holly. 'Brokering Community-campus Partnerships: An Analytical Framework.' Gateways: International Journal of Community Research and Engagement. Vol. 11, No. 1, May 2018.

Chen, N.-T. N., Ognyanova, K., Zhang, C., Wang, C., Ball-Rokeach, S. J., & Parks, M. (2015). Causing ripples in local power relations: The meso-level influence of a hyperlocal news website. Journalism Studies. Advance online publication. doi:10.1080/1461670X.2015.1078738

Gross, Larry. "Rethinking Doctoral Education," unpublished essay, 2010.

**Week 14**
Student Presentations

**Week 15**
Student Presentations


**XII. Policies and Procedures**

**Statement on Academic Conduct and Support Systems**
**a. Academic Conduct**
*Plagiarism*
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.


**b. Policy on the use of AI Generators in this course**

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

- Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.
- Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
- Group work. Unless specifically designated as a "group project," all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.
- If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.


**c. Support Systems**
*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

dps.usc.edu
Non-emergency assistance or information.

*Annenberg Student Success Fund*
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

*Breaking Bread Program [undergraduate students only]*
https://undergrad.usc.edu/faculty/bread/
The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.