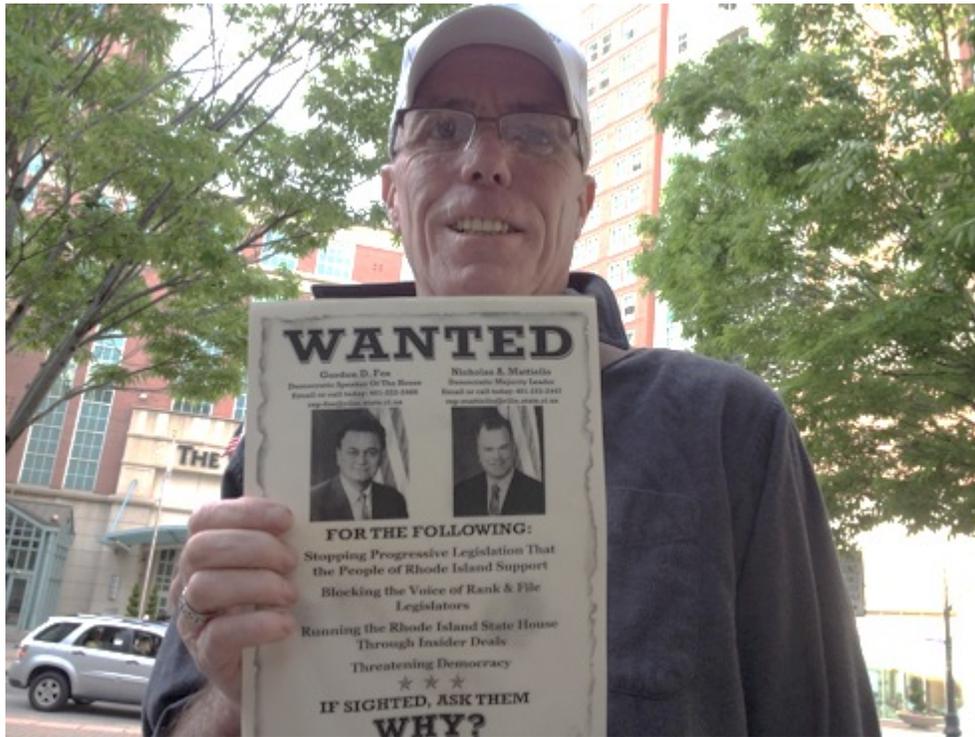


MRAP Working Paper: A Guide to Engaged Scholarship



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Cover photo by Bob Plain: John Joyce, homeless activist and co-founder of the RI Homeless Advocacy Project, initiated a successful campaign to pass a Homeless Bill of Rights.

In this and other campaigns, he and the broader Rhode Island Coalition for the Homeless (RICH) collaborated with academics Eric Hirsch, Jody Brown, Chris Ure, and Charlotte Ryan, students from six area colleges, legal advocates, social workers, investigative reporters as well as RICH's embedded sociologist, Karen Jeffreys. Community-based research involves many positioned actors.

1) Introduction: Purpose and Audience

This resource packet is intended to encourage social scientists, particularly graduate students and early career sociologists to become engaged in community-based research. There is a problem, however, worth stating upfront. Academic job security often depends on a scholar's success publishing research in peer-reviewed academic journals. Yes, for the most part, community-based activists do not read academic journals (Bevington and Dixon 2005), so publication in these venues is of secondary interest. This resource packet explores the possibilities of mutual benefit: Can thinking activists and acting thinkers work together to design research that advances community understanding of social problems *and* addresses scholarly publication needs?

The fact that engaged scholars such as those in the URBAN network must make a case for the scholarly value of community-based research is troubling. Periodically over the last three decades, the inaugural addresses of ASA and SSSP presidents have reminded members that scholarly rigor need not preclude critical engagement in current social issues. ASA President Peter Rossi noted that 18 of the 30 previous ASA presidents (as of 1980) had been applied sociologists though not remembered as such. He concluded, "The stance of our profession toward applied work of all sorts... has been one of considerable ambivalence. Some of our colleagues gloss over their applied work as if it were a vice best kept from view" (Rossi 1981). Nearly a decade later, ASA president Herbert Gans urged his fellow sociologists to reflect on their own subjectivity and to respect lay knowledge: "What happens when working-class and poor students, whose lay sociologies are particularly rich in the fields of class and inequality, take a course in social stratification which sees society solely from a middle-class perspective? Although we assume that professional sociology is always better than the lay version, that assumption also deserves some inquiry" (Gans 1989:5). A decade later, ASA president Patricia Hill Collins returned to the issue of community engagement, flagging the under-appreciated "everyday knowledge of poor people, racial and ethnic groups, new immigrant groups, women, and similar populations" (2010:10). Standpoint theorists, public sociology scholars, environmental, education, health, labor, and LGBTQ scholar-activists echo these concerns.

Integrating everyday knowledge/lay sociologies into academic discourse has the potential to enrich knowledge production and theorizing. Moreover, engaged scholars working in tandem

with community partners are particularly well situated to reflect systematically on knowledge production as a historically embedded process conducted by positioned researchers. Hale and others cited in the following pages further argue that carefully done community-based research meets all criteria for validity and reliability.

It is crucial that activist scholars claim rigor because in practice our research requires precisely that. Given the collaborative character of activist research projects, getting it wrong means not only unfavorable reviews from academic peers or a delay in one's promotion schedule but, much more seriously, data and analysis that could harm or mislead our allies. Moreover, ...activist research methods have a built-in test of validity that is much more demanding and stringent than conventional alternatives: Is it comprehensible to, and does it work for, a specific group of people who helped to formulate the research goals to begin with. The principal barriers here are the mainstream's association of methodological rigor with the scholar's ultimate and absolute control over the research process (Hale 2008, 12).

Academic publishing is needed for survival in university setting, but this attention to professional survival could obscure the original intention of peer-reviewed scholarship, namely that close engagement with peers sharing common language, theories, and methods, advances systematic, evidence-based analyses of social patterns. It matters that someone reviews theories of power and arrives at understandings of structural racism and intersectionality. It matters that someone critiques and improves census data. It matters that someone proves social movements are not irrational mobs. But sociological knowledge, argue engaged scholars, should be a social resource not a privately held treasure. As is, community activists share many sociologists' view that sociological writing is needlessly inaccessible.¹ Even when written accessibly, most often the journals themselves are only available to those with academic appointments.

Engaged researchers work to make sociological knowledge available to citizens outside the academy, but additionally to bring the tools of critical social investigation to constituencies commonly marginalized from knowledge production. In this, they work with community partners to restore to “social beings having diversity of interests, opinions and wills, the right and the power to intervene in the social order and change it through political praxis (Freire 1994, 12). Additionally, reiterating Hale's argument, scholar-activists and community researchers agree that multi-perspectival, systematic social investigations can strengthen knowledge production. Two-way bridging (Robnett) builds as leaders, embedded sociologists, and scholar-activists sustain

relations in iterative cycles of dialog, action, reflection, and documentation.

Four Caveats and a Forewarning

Previous generations of engaged researchers often warned emerging scholars not to embrace CBR projects until they had tenure. Their cautions reflected material realities—academic and community researchers may encounter diverging needs at any stage of the research process from problem formation through to dissemination of findings. Timing, language, and approaches may diverge as well (Ryan 2004). Of particular concern, is the fact that emerging scholars are increasingly expected to publish often and early while community-based research projects often have long gestation period; many fizzle due to limited resources, unexpected crises, or shifts in staff or strategic priorities. So be forewarned that projects should be carefully planned.

That said, four additional caveats are worth mentioning.

1. Engaged scholarship is historically embedded and specific. Constituencies marginalized from knowledge production, may ask engaged scholars to share academic knowledge via classes, meetings, workshops or freedom schools. Civil Rights leader Dee Dee Williams and embedded sociologist Karen Jeffreys make all interns draw, then locate themselves, on a timeline of 20th century social movements. CBR products may also range from traditional monographs, to census critiques. Payne, for instance, publishes histories, social policy briefs, and actively promotes math literacy approaches.
2. Scholars from a marginalized constituency may step into roles in which they support younger researchers blocked by micro-hurdles in academic institutions. Because scholars representing marginalized constituencies face under-recognized barriers, Tuhiwai Smith (2012) includes among 25 indigenous research projects the following: intervening, protecting, representing, networking, negotiating, and sharing, in short, field-building.
3. CBR need not always be applied. In 2008, I worked with four community-based organizations to develop a long-term research agenda that reflected each group's priorities. In addition to qualitative investigations, all sought better statistics on social problems and new theories of change, particularly ones that had been empirically tested.
4. CBR DOES need to be responsive to community priorities. Polletta (2005) describes how discourse regarding participatory democracy became white as it became more removed from practical necessities. Many academic debates regarding public sociology did not include publics as audiences to the discourse's detriment. We should learn from these efforts. Otherwise, conversations about CBR will not strengthen the discipline but, in fractal fashion, replicate the weaknesses of academic discourse.

2) What is community-based research?

Community-based research (CBR) is best understood not as a single method but as a general approach with many variants.² Most share an underlying logic that includes recognizing communities and marginalized constituencies as critical social actors collaborating at one or more research stage. Some community groups may choose to prioritize engagement during problem definition. Others prefer to be involved on a continuing basis, collaborating to design research, plan implementation, gather and analyze data, and to determine how to share results and with whom. Most often the research also aims to empower the community and facilitate social change.³ Here we define community-based research as “systematic inquiry, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting change” (Green et al. 1995 www.pram.mcgill.ca).

CBR involves scholars doing research *with* a community recognizing the search for social patterns is a universal human activity. Those who conventionally are studied as academic research objects instead cooperate actively as subjects developing research questions, hypotheses, research design, data collection, data analysis, the presentation of findings. “I went from being talked about to being part of the talk,” explained one domestic violence survivor in the Rhode Island group, SOAR, *Sisters Opposing Abusive Relationships*. The research process itself involves the pooling and application of academic and community knowledge and skills along with the revision of this knowledge and the acquisition of additional skills through iterative cycles of dialog, action, and reflection. Among the core principles of community-based research flagged by Israel et al (1998) and others are these:

² Alternate labels include community-based participatory research (CBPR), community-based participatory action research (CBPAR), participatory action research (PAR), public sociology, engaged scholarship, engaged research, translational research, emancipatory action research, collaborative inquiry, and participatory inquiry.

³ Israel et al. (1998) note the similarities among action research (Lewin; Greenwood; Whyte); participatory action research (Reason and Bradbury 2001), community-based participatory research (Wallerstein and Duran 2010; Minkler and Wallerstein 2008), collaborative interactive action research (Rappoport, Bailyn, Fletcher, & Pruitt, 2002) and cooperative inquiry (Heron and Reason . These label variants most commonly reflect the ways in which researchers organize collaboration, and the extent of practical application.

- 1) The unit of analysis is community defined alternatively by geography, identity, interests, values, or by shared social locations and conditions).⁴
- 2) Communities are complex entities with overlapping and diverging interests, assets, concerns, and viewpoints.
- 3) CBR partners appreciate academic expertise as a strength that scholars bring to multi-perspectival cooperative research (Heron & Reason 1997; Reason 2006).
- 4) CBR partners link knowledge and action for mutual benefit (Israel et al. 1998, 179) although action and knowledge are not necessarily joined in each instance.
- 5) CBR approaches advance a reciprocal transfer of knowledge, skills, capacity that attends to social inequalities and empowerment. (Israel et al. 1998:179).
- 6) Additionally, community and academic research partners build sustained relationships that share knowledge, skills, and conceptual language (Israel et al., 1998, 178).

3) Roots

Kurt Lewin (1946) described ‘action research’ as change oriented social investigation in which “experts in theory” collaborate with “experts in practice.” His work spawned applications in management, organization, and development studies (Whyte 1991). Participatory methods emerged independently among subaltern researchers working in the Americas, Asia, Africa, and Australasia (Fals Borda, Freire, Illich, Nhamo, Rahman, Tuhiwai Smith). These approaches resonated with methods of European oral historians (Perks and Thomson, 1996).

Riaño (1996) notes that the subaltern and indigenous scholarship in South Americas resonates with the historically grounded methods of Black feminist, Chicano/a, Caribbean, and Civil Rights scholars who linked macro forces to micro-inequalities in historically embedded studies (Morris, Payne, Robnett). Also relevant are traditions of popular education (Catalyst Centre, Highlander School, Colectivo Flatlander, Praxis Project, Center for Media Justice, Labor Notes, et al.) whose organizing strategies are rooted in community-based participatory action research.

⁴ Definitions of community are socially constructed and, therefore, unstable, contested, and shaped by power relations. Many CBR sociologists prioritize communities whose voices are marginalized, strengths denied, and rights violated. Put simply, those who have ongoing relationships with one another form a community. Being part of a community is not always empowering to individuals or social groups, however.

4) Basic Texts

A) Books

- Coughlan, D. and Brydon-Miller, M. (September 2014) *Sage Encyclopedia of Action Research*. London: SAGE Publications Ltd. <http://dx.doi.org/10.4135/9781446294406>
- Fals Borda, O. & Rahman, M. A. (1991). *Action and knowledge: breaking the monopoly with participatory action-research*. Apex Press. Demonstrates the utility and widespread acceptance of collaborative research methods in the Global South. Chapters (Gaventa, Hall) highlight uses in the global north, particularly in marginalized communities.
- Hale, C. 2008. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. University of California Press. <https://escholarship.org/uc/item/7z63n6xr>
This edited volume places participatory methods in the context of a wide spectrum of approaches to critical activist research.
- Minkler, M. and Wallerstein, N. (2010). *Community-Based Participatory Research for Health: From Process to Outcomes*. San Francisco: Jossey-Bass. Compiles classic articles and key methodological tools. Note chapters by Bradbury and Reason, Gaventa, Chavez, Duran et al., Temba-Nixon et al., as well as appendices from leading practitioners.
- Reason, P., & Bradbury, H. (Eds.). (2013). *The SAGE handbook of action research: Participative inquiry and practice*. Sage. Particularly note Gaventa and Cornwall, “Power and Knowledge” who argue for reinforcing the linkage between consistent democracy and social research.
- Whyte, W. *Participatory Action Research*, Sage 1991. Advancing the tradition of Lewin (1946), Whyte focuses on industrial and agricultural applications of participatory research methods.

B) Undergraduate Textbooks

- McIntyre, A. (2008). *Participatory action research* (2008). Thousand Oaks, CA: Sage. Short, straightforward introduction.
- NY den, P., Hostel, L., & NY den, G. (2012). *Public Sociology: Research, Action, and Change*. Thousand Oaks, CA: Sage.
- Stocker, R. (2013). *Research Methods for Community Change: A Project-Based Approach, 2e*. Thousand Oaks, CA: Sage Publications.

C) Overview Articles/Reports

- Ansley, F. and Gaventa, J. (2010). Researching for Democracy & Democratizing Research, *Change*, Vol. 29, No. 1 (Jan. - Feb., 1997), pp. 46-53 Stable URL: <http://www.jstor.org/stable/40177805>
- Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. *Journal of epidemiology and community health*, 60(10), 854. Providing a glossary of terms, the authors highlight CBR's potential to involve subjects in research, to analyze power inequalities, and to contribute to social change agenda. doi: [10.1136/jech.2004.028662](https://doi.org/10.1136/jech.2004.028662)
- Cargo, M., & Mercer, S. L. (2008). The value and challenges of participatory research: Strengthening its practice*. *Annul. Rev. Public Health*, 29, 325-350.
- Cornwall, A. & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine* 41.12: 1667–1676. Classic presentation of key issues. Defines participation and identifies power inequalities. DOI: [10.1016/0277-9536\(95\)00127-s](https://doi.org/10.1016/0277-9536(95)00127-s)
- Freire, P. (1982) "Creating Alternative Research Methods: Learning to Do It by Doing It" pp.29-37 in B. Hall, A. Gillette and R. Tendon, *Creating Knowledge: A Monopoly?* Society for Participatory Research in Asia, New Delhi.
- Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health. *Annual Review of Public Health*. 19(1), 173–202. Israel, et al., describes methodological challenges and proposes solutions. **NB:** Public health CBR projects often have more funding and institutional infrastructure than sociological CBR projects.
- Nhamo, G. (Participatory Action Research as a Platform for Community Engagement in Higher Education. *Journal of Higher Education in Africa*, Vol. 10, No. 1, 2012, pp.1–21
- Sasha, J. Sanchez, J., Hancock, A., & Pastor, M. (2013) *A Foot in Both Worlds: Institutionalizing Progressive Community-Engaged Research Centers within Universities*. <http://dornsife.usc.edu/pere>
- Stoecker, R. (2012). Community-based research and two forms of social change. *Journal of Rural Social Sciences*, 27(2), 83-98.
- Walter, M. (2009). Participatory action research. *Social research methods*, 2, 1-8.

5) Bibliographies/Useful websites

- Oxford Bibliographies - Action Research (under Psychology). This bibliography stresses the positivist approach of Lewin and descendants.
<http://www.oxfordbibliographies.com/view/document/obo-9780199828340/obo-9780199828340-0149.xml?rskey=0IN2Pe&result=1&q=Action+research#firstMatch>
- Oxford Bibliographies - Community Based Participatory Research, McCauley, Sirrett, and Bush. <http://www.oxfordbibliographies.com/view/document/obo-9780199756797/obo-9780199756797-0126.xml#obo-9780199756797-0126-bibItem-0005>
- Action Research (Australia) <http://www.aral.com.au/arhome.html>
Scholar Bob Dick's bibliography provides readings, syllabi and network information.
- Participatory Feminism <http://atlas.geo.cornell.edu/parfem//purposes.htm>
Site organized by Patricia Maguire and others.
- Online Conference on Community Organizing <http://comm-org.wisc.edu/>
Moderated by Randy Stoecker, features syllabi, bibliographies, and cases applying community-based research to community organizing and public sociology projects.
- Brinton Lykes' website
Community psychologist, Brinton Lykes has used community based research in her work in Guatemala and New Orleans. Her web site provides tools, publications, and links.
<https://www2.bc.edu/~lykes/research.htm>

6) Special volumes dedicated to CBR

- ***Current Sociology 2012 60(2)***
Introduction: Abraham, M., & Purkayastha, B. (2012). Making a difference: Linking research and action in practice, pedagogy, and policy for social justice: Introduction. *Current Sociology*, 60(2), 123-141.
- ***Social Justice 2009-10***
Social Justice Vol. 36, No. 4 (118), Activist Scholarship: Possibilities and Constraints of Participatory Action Research (2009-2010)
- ***American Sociologist 1992-1993***
Winter 1992, Vol. 23 (4), and Spring 1993, Vol. 24 (1) issues focus on engaged scholarship including community-based research.
- ***Pimatisiwin A Journal of Aboriginal and Indigenous Community Health***
Summer 2009 issue (Vol. 7, #9) of [Pimatisiwin](http://www.pimatisiwin.com/online/?page_id=593) focuses on community-based research.
http://www.pimatisiwin.com/online/?page_id=593

7) Journals

A) Peer-reviewed Journals that Publish Community-based Research

- **Action Learning: Research & Practice** (Taylor and Francis) <http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=calr20#.U78AZKjux3A> *ALRP* publishes articles that advance knowledge and assist the development of practice through action learning. Articles should feature empirically grounded theorizing to widen understanding of action learning and research in academic/non-academic settings.
- **Action Research Journal** (Sage) <http://arj.sagepub.com>
This international, interdisciplinary journal develops action research theory and practice. In contrast to 'disinterested' models of social science, *AR* advances relevant for people in the conduct of their lives, their organizations and their communities. *AR* publishes accounts of action research projects, explorations in the philosophy and methodology of action research, and considerations of the nature of quality in action research practice.
- **Community, Work, and Family** (Taylor and Francis) <http://www.tandfonline.com/toc/ccwf20/>
An interdisciplinary forum for social scientists and practitioners to share experiences and ideas and debate current issues vis-à-vis the links between community, work and family. *Community, Work & Family* encourages theoretical, research-based, policy and practical contributions from academics and practitioners from around the world. It particularly seeks to highlight seldom-heard voices, and encourage critical reflection, and to promote research with potential for action. It has published participatory action and community-based research.
- **Field Methods** (Sage) <http://fmx.sagepub.com/>
An indispensable tool for scholars, students and professionals who do fieldwork offering refereed articles, methodological updates, advice on specific field techniques, help with both qualitative and quantitative methods ... all the tools necessary for those who conduct fieldwork. It has published participatory action and community-based research.
- **Journal of Applied Behavioral Science** (Sage) <http://jab.sagepub.com/>
An international journal focusing on the effects of evolutionary and planned change, this quarterly publishes articles exploring group dynamics, organization development, and social change intended to serve both scholars and practitioners. Articles using participatory action research and/or community-based research appear with regularity.
- **Journal of Applied Social Science** (Sage) <http://jax.sagepub.com/>
Merger of *The Journal of Applied Sociology* and *Sociological Practice: A Journal of Applied and Clinical Sociology*, *JASS* publishes research articles, essays, reports, teaching notes, and book reviews on topics of interest to sociological practitioners.
- **Journal of Community Practice** (Taylor and Francis) <http://www.tandfonline.com/action/journalInformation?journalCode=wcom20#.U8B9Rqh8F7p>
An interdisciplinary advancing knowledge in numerous disciplines, including social work and the social sciences, urban planning, social and economic development, community organizing, policy analysis, urban and rural sociology, community health, public administration, and nonprofit management. It regularly publishes community-based and participatory action research.

B) Sample articles

Action Research

- Fine, M., & Torre, M. E. (2006). Intimate Details: Participatory Action Research in Prison. *Action Research*, 4(3), 253-269.
- Stoecker, R. (2008). Challenging Institutional Barriers To Community-Based Research. *Action Research*, 6(1), 49-67.
- Mullett, J. 2015. Issues of equity and empowerment in knowledge democracy: Three community-based research examples. *Action Research*, 13(3): 248-261. DOI: 10.1177/1476750315573590
- Janes, E. J. (2016). Democratic encounters? Epistemic privilege, power, and community-based participatory action research. *Action Research*, 14(1): 72-87. DOI: 10.1177/1476750315579129
- Isobell, D., Lazarus, S., Suffla, S., & Seedat, M. (2016). Research translation through participatory research: The case of two-community based projects in low-income African settings. *Action Research*, 14(4): 393-411. DOI: 10.1177/1476750315626779
- Carvalho, C. P. (2017). Community intervention in urban areas: A youth driven initiative. *Action Research*. DOI: 10.1177/1476750317700502
- London, J. K., Schwarz, K., Cadenasso, M. L., Cutts, B. B., Mason, C., Jr., Lim, J., Valenzuela-Garcia, K., & Smith, H. (2017). Weaving community-university research and action partnerships for environmental justice. *Action Research*. DOI: 10.1177/1476750316678915
- Forbes-Genade, K., & van Niekerk, D. (2018). GIRRL power! Participatory action research for building girl-led community resilience in South Africa. *Action Research*. DOI:10.1177/1476750318756492
- Málovics, G., Juhász, J., Berki, B.M., Mihók, B., Szentistványi, I., Pataki, G., Nagy, M., & Tóth, J. (2018). Confronting espoused theories with theories-in-use: Challenges of participatory action research with marginalized communities in contributing to social change and theory building. *Action Research*. DOI: 10.1177/1476750318774389

American Behavioral Scientist

- Marullo, S., & Edwards, B. (2000). From Charity to Justice: The Potential of University-Community Collaboration for Social Change. *American Behavioral Scientist* 43: 895-912.
- Ivankova, N., & Wingo, N. (2018). Applying mixed methods in action research: Methodological potentials and advantages. *American Behavioral Scientist*, 62(7): 978-997. doi: 10.1177/0002764218772673

Field Methods

- White, D., & Stephenson, R. (2014). Using community mapping to understand family planning behavior. *Field Methods*, 26(4): 406-420. DOI: 10.1177/1525822X14529256

Journal of Applied Social Sciences

- Spalter-Roth, R. Sociologists in Research, Applied, and Policy Settings: Bringing Them in From the Cold. *Journal of Applied Social Science*, 1(2):4-18. While not community-based research narrowly conceived, this article provides a quantitative overview of sociology as work and contributes to building engaged scholarship as a field

Sociological Practice (now *Journal of Applied Social Sciences*)

- Stoecker, R. (1999). Making Connections: Community Organizing, Empowerment Planning, And Participatory Research In Participatory Evaluation. *Sociological Practice: A Journal of Clinical and Applied Sociology*, 1(3), 209-231.
- Picou, J. S. (2000). The “Talking Circle” As Sociological Practice: Cultural Transformation Of Chronic Disaster Impacts. *Sociological Practice*, 2(2), 77-97.

Social Problems

- Couch, S. (2004). A Tale of Three Discourses: Doing Action Research in a Research Methods Class, *Social Problems*, Vol. 51, No. 1 (February 2004), pp. 146-153
- Croteau, D., & Hicks, L. (2003). Coalition framing and the challenge of a consonant frame pyramid: The case of a collaborative response to homelessness. *Social Problems*, 50 (2), 251-272. Triangulating methods, authors with a local homeless coalition as coalition messages evolved.
- Noy, D. (2009) When framing fails: Ideas, influence, and resources in San Francisco's homeless policy field. *Social Problems*, Vol. 56, No. 2 (May 2009) (pp. 223-242).
- Rousell, A., & Gascón, L.D. Defining 'policeability': Cooperation, control and resistance in South Los Angeles community police meetings. *Social Problems*, 61(2): 237-258. DOI: 10.1525/sp.2014.12059

Teaching Sociology

- Marullo, Moayed, & Cooke. (2009). Wright Mills' Friendly Critique of Service Learning and an Innovative Response: Cross-Institutional Collaborations for Community-Based Research. *Teaching Sociology*, Vol. 37 (1), 61-75. <http://www.jstor.org/stable/i20491283> Engaged sociologists highlight issues re establishing equitable partnerships in settings with race/class inequalities.
- Wickersham, C., Westerberg, C., Jones, K., & Cress, M. (2016). Pivot points: Direct measures of the content and process of community-based learning. *Teaching Sociology*, 44(1): 17-27. DOI: 10.1177/0092055X15613786

C) Sample Interdisciplinary Articles***American Journal Of Public Health***

- [Horowitz, C., K. Colson, P. Hebert, and K. Lancaster. 2004b. Barriers To Buying Healthy Foods For People With Diabetes: Evidence Of Environmental Disparities. *AJPH* 94.9: 1549–1554.](#) Documents the impacts of a CBR project including how it changed physician practices and advanced forming a community-based nutrition consortium.

Childhood

- Holland, S., Renold, E., Ross, N. J., & Hillman, A. (2010). Power, agency and participatory agendas: A critical exploration of young people's engagement in participative qualitative research. *Childhood*, 17(3), 360-375. While noting community-based research potential, authors stress the complexity of CBR involving children.

Environmental Justice

- Balazs, C, & R. Morello-Frosch. (2013). Three R's: How Community-Based Participatory Research Strengthens The Rigor, Relevance, & Reach Of Science. *Environmental Justice* 6.1, 9-16.

Journal of Social Issues

- Torre, M. & Fine, M. (2011). A Wrinkle in Time: Tracing a Legacy of Public Science through Community Self-Surveys and Participatory Action Research. *Journal of Social Issues*, 67: 106–121. doi: 10.1111/j.1540-4560.2010.01686.x

Journal of Community Practice

- Wernick, L. J, Woodford, M. R., & Kulick, A. (2014). LGBTQQ youth using participatory action research and theater to effect change: Moving adult decision-makers to create youth-centered change. *Journal of Community Practice*, 22(1-2): 47-66. DOI: 10.1080/10705422.2014.901996
- Moore, J. (2018). Postmigration living difficulties, help-seeking and community resilience in the initial stages of migration: Coproducing community practice with recent Irish migrants to London. *Journal of Community Practice*, 26(2): 125-142.

Michigan Journal of Community Service Learning

- Stoecker, R. (2003). Community-Based Research: From Practice To Theory And Back Again. *Michigan Journal of Community Service Learning*, 9, 35-46.

The Urban Review

- Torre, M. E. (2009). Participatory Action Research And Critical Race Theory: Fueling Spaces For Nos-Otras To Research. *The Urban Review*, 41(1), 106-120.

D) Case Studies**Domestic Violence**

- Maciak BJ, Guzman R, Santiago A, Villalobos G, Israel BA. Establishing LA VIDA—a community-based partnership to prevent intimate partner violence against Latina women. *Health Educ Behav*. 1999; 26: 821–840. <http://ajph.aphapublications.org.proxy.bc.edu/doi/full/10.2105/AJPH.93.5.803>
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 1241-1299.

Environmental Studies

- Bacon, C., S. deVuono-Powell, M. Frampton, T. LoPresti, and C. Pannu. (2013). Introduction to Empowered Partnerships: Community-Based Participatory Action Research for Environmental Justice. *Environmental Justice*. 6:1, 1-8.

Planning/Housing

- Kennedy, M. (1998). Lifting Women's Voices: The Roofless Women's Action Research Mobilization & Participatory Action Research. *Planners Network*. July/August 1998. 7-9

8) Professional networks

- Participatory Research at McGill (includes information on other participatory research centers in U.S. and Canada) <http://pram.mcgill.ca/resources.html>
- Community-Campus Partnerships for Health @ U Washington [www.ccpinfo](http://www.ccpinfo.org)
- Community Based Research networks <http://cbrnet.pbworks.com/>
The National CBR Networking Initiative initiated a national networking structure to assist and connect practitioners. Updated 2010.
- Cornell Participatory Action Research Network (CPARN) lists publications and links to other university-based CBR organizations. <http://www.cparn.org>
- Participatory Research in Asia <http://www.pria.org>
The India-based Society for Participatory Research in Asia (PRIA) is an international center for learning and promotion of participation and democratic governance.
- Solidarity Economy Researchers Network <http://riless.org/en>
The Network aims to provide scientific basis and provide empirical support to strategic thinking as much as actions related to the development of alternative forms of economy that are emerging in the last two decades in Latin America.
- Institute of Development Studies <https://www.ids.ac.uk/>
IDS stressing praxis, arguing that knowledge should be generated by sound methodology and in partnership with other development and non-development actors. IDS' website includes URL's for its international partners.
- Center for Justice, Tolerance, and Community. UC Santa Cruz <http://cjtc.ucsc.edu/>
Terminated due to funding cuts, the center's web-site illustrates how cross-cutting connections can flourish when communities and scholars [NB: scholars plural] sustain collaborations that accrue infrastructure, networks, and other resources.
- International Network of Scholar Activists www.scholaractivist.org
A multi-disciplinary network of teachers and scholars advancing social movements and radical democracy—within and outside academia. It supports relevant scholarship and educational work, especially within World Social Forum process.

9) Resources for Community Partners

Articles, websites, and tools intended for non-academic research partners

- Catalyst Centre www.catalystcentre.ca
The Toronto-based centre celebrates and promotes innovative learning, popular education, research and community development to advance positive social change.
- Barndt, et al. *Naming the Moment*. Catalyst Centre. www.catalystcentre.ca
Available online, Barndt provides a strategic power analysis tool that places current conditions and dynamics in the context of broader social forces. It effectively operationalizes Harnecker's concept of conjunctural analysis/"coyuntura de fuerzas."
- Highlander Research and Education Center www.hrec.org/
Founded in 1932, Tennessee-based HREC is the oldest and best-known popular education center in the United States, perhaps in the world. The Resources section of their website offers a searchable catalog of the Highlander Library's participatory research materials.
- Grassroots Policy Project www.strategicpractice.org
Scholar-activists provide theoretically-grounded tools for analyzing and developing organizing projects around world view, organizational democracy, framing and narrative, power analysis, organizing strategy and other elements of movement building.
- International Federation of Workers' Education (IFWEA) www.ifwea.org
IFWEA, located in Oslo, Norway, believes in Democracy as a Method—that learning together helps train people to work together in their organizations for social justice. "
- Race Forward: The Center for Racial Justice Innovation (formerly the Applied Research Center). <https://www.raceforward.org/?arc=1>
- Center for Urban Research and Learning, Loyola University, Chicago
<http://www.luc.edu/curl/> Focusing on metropolitan Chicago area, CURL provides useful links to community-accessible sources on participatory research.
- Community Tool Box
<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main>
This public service of the University of Kansas provides a detailed introduction to participatory research for community partnerships.
- Pastor, Ito, and Rosner (2011). *Transactions, Transformations, Translations*.
Metrics for measuring movement building. www.pere.usc.edu
- Paradiso & MacCrimmon, *So What's This Research Stuff All About?*
<http://comm-org.wisc.edu/papers2011/paradisoandmaccrimmon.htm>
Intro to CBR for community organizers by two U Wisconsin grad students.

10) Additional Articles and Exemplars

Abraham, M., & Purkayastha, B. (2012). Making a difference: Linking research and action in practice, pedagogy, and policy for social justice: Introduction. *Current Sociology*, 60(2), 123-141. This article defines terms and introduces an issue of *Current Sociology* dedicated to activist scholarship.

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