

ITLS 7340
BUILDING COMMUNITY PARTNERSHIPS IN RESEARCH CONTEXTS

Spring 2021
Wednesday, 4:30-7pm

Professor

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COURSE OVERVIEW

Cultivating authentic, equitable, and sustainable partnerships is an emerging expectation across all lines of research inquiry, disciplines, and fields. Whether you identify as a qualitative, quantitative, and/or mixed methodologist, there is a growing demand, especially from funders and policymakers, for scholars to conduct research with community partners.

The purpose of this course is to build students' capacity for future community-based research rooted in genuine and transparent partnerships. I will invite students to think through the complexities of working in partnership with communities and develop strategies for equitably navigating these complexities. A key aspect of this work will be to think carefully about history and power dynamics across stakeholders and develop ethics and practices to attend to them in thoughtful and intentional ways. Students will explore foundational theories and critical considerations of partnership-building and learn practical skills for sharing this work through publications, presentations, and community outputs. This course is designed for students across disciplines and methodologies.

Land Acknowledgement

We are all on Indigenous lands of federally and non-federally recognized tribes. In Utah, the current, past, and future guardians of these unceded lands include: Confederated Tribes of the Goshute Indians, Navajo Nation, Northern Ute Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. I honor the land itself and the people who have stewarded it throughout the generations. I invite students in this course to actively join me in nurturing awareness and gratitude for Indigenous communities past and present.

Inclusion Statement

Your experience in this class is important to me. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. **Pronoun and name preferences:** It is important to me that our class community respects each other's preferred pronouns and names.

[Here is a video from CIDI](#) of how to add your pronouns in Canvas, if you'd like to do that. [Here are instructions](#) on how to change your preferred name (note this happens in Banner not Canvas). [Here's a resource for how to do both of these in Zoom](#). Additional information on accommodations USU provides are available at the end of the syllabus, but please reach out if you need assistance navigating this.

*It is my belief that we are all, myself included, a work-in-progress, especially when it comes to enacting inclusive values, which means **we will all make mistakes as we learn**. We are all at different places in our journey. It is my goal that our class remain a safe space to share diverse perspectives and, yes, at times mess up with the motive of learning and growing together. It is in this uncomfortable process that we will become a more inclusive community.*

Basic Needs Security

Your well-being is important to me. Please let me know if you are facing food insecurity or cannot meet any other basic needs required for safe and comfortable learning. We will connect you to resources within the university community. Additional student resources are referenced in the last half of the syllabus and [are outlined here](#).

Lauren's Promise

I will listen and believe you if someone is threatening you.

Learning in COVID-19

This is a strange and difficult time for all of us. We want to acknowledge first the human suffering related to COVID-19 and the need for flexibility in this course, learning environments in general, and across our lives. Given the nature of the pandemic, we will strive to be flexible and responsive to changing needs across our communities and within our class. Please review the "technology support" section below for additional resources.

Technology Support for Online Learning

I recognize that we are in an unprecedented time and cannot hold face-to-face meetings. We know this is difficult for many of you and your families. If you have difficulty accessing technology equipment, WiFi, or online digital applications, please let me know immediately and take proactive steps according to the following resources.

Information Technology Support at USU

The first place to go, after contacting me about your technology issue, is USU IT Service Desk:

<https://it.usu.edu/service-desk>. They can often help you with issues related to USU email, Canvas, and Zoom better and faster than I can.

Email: servicedesk@usu.edu

Phone: 435.797.HELP (4357)

Zoom Video Conferencing

We will be using Zoom Video Conferencing for our weekly meetings. We will use the same zoom link throughout the semester, unless you are notified otherwise. If you have difficulties with Zoom, let me know, and use the following web resources provided by USU CIDI to troubleshoot your problems:

<https://cidi.usu.edu/tools/zoom/index>

Technology Rental Programs Across Campus

As a USU student, you have access to various technology check out and rental programs. If you need any technology, such as laptops, headphones, or microphones, to support your participation in this course, please review the campus-wide offerings here: <https://it.usu.edu/labs/campus-tech-resources>. If you still have trouble getting what you need, please contact me as the ITLS department has additional equipment available for check out.

COURSE DETAILS

The course is shaped by one overarching question: *How can researchers partner with communities in a way that is helpful and not harmful?*

Big Questions

1. What are different models of community-engaged work and what are their implications?
2. What are key roles and practices for researchers in community-based contexts?
3. How can researchers form relationships that cultivate and support community strength and capacity in partnership with youth, adults, families, and their communities?
4. What are the key challenges, tensions, and domains that educators and researchers need to grapple with to enact equitable and transformative community-based practice and research?

Objectives

| Course Objectives | IDEA Objectives |
|---|---|
| Develop an understanding of the historical and theoretical foundations and contemporary conceptualizations of conducting research with community partners. | <p>IDEA Objective 2: Learning fundamental principles, generalizations, or theories.</p> <p>IDEA Objective 3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)</p> |
| Investigate critical and ethical considerations in conducting research with community partners and be able to apply these considerations in research settings (e.g., IRB processes, stakeholder responsibilities, shared data repository) | <p>IDEA Objective 2: Learning fundamental principles, generalizations, or theories.</p> <p>IDEA Objective 3: Learning to apply course materials (to improve rational thinking, problem solving and decisions).</p> <p>IDEA Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view.</p> |
| Practice documenting, writing, and sharing the partnership-building process as a valued output that informs diverse audiences including researchers, practitioners, and communities. | <p>IDEA Objective 3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)</p> <p>IDEA Objective 4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.</p> |
| Explore nuances of building partnerships in diverse contexts such as with stakeholders in Indigenous communities, K-12 schools, museum or library settings, and/or non-profit or industry organizations. | <p>IDEA Objective 11: Learning to analyze and critically evaluate ideas, arguments, and points of view.</p> <p>IDEA Objective 4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.</p> |
| Gain familiarity with strategies and approaches for conducting community partnership building including collaborative design, design-based implementation research, research-practice partnerships, community-based research, action research, critical research, and/or other relevant approaches. | <p>IDEA Objective 2 Learning fundamental principles, generalizations, or theories.</p> <p>IDEA Objective 3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)</p> |

Course Format

This is an online class with a mix of synchronous and asynchronous participation. In addition to meeting on Wednesdays 4:30-7:00pm MT via Zoom, there will also be active online participation in the form of assignments via Canvas and/or Slack. While we likely will not meet for the entire period every week, it is critical you keep this time available for synchronous work every week to accommodate the range of forms of participation we will engage in this class.

Note on Communicating with the Professor

I am available via email/phone/video/Slack to chat through any issues you may have throughout the semester. During the week (Monday-Friday), I will respond to your request within 24 hours, except for holidays. If you attempt to reach me after 5pm on Friday, you can expect a response by 12pm on Monday. While I may respond more quickly, please plan accordingly. If I don't respond within this timeframe, please follow up as I may not have received your email/call.

Course Expectations

Although I will use a variety of teaching/learning techniques, I will rely heavily on small and large group discussion of readings and other materials, class presentations, field observations, and reflective writing. The purpose of the learning activities in this class is to build students' capacity to nurture community partnerships in research contexts through reading, listening to others' ideas, discussing with peers, and developing practical skills. A huge part of being successful in this class aligns with how to be successful in community partnerships: active, empathetic, and generous listening. Thus, through our work together, we will practice generous listening, thoughtful contributing, and making the community welcoming to diverse opinions. Through the development of a safe environment, requests for elaboration, clarification, or evidence will come to be seen as encouraging thoughtfulness rather than as personal attacks or "silencing." We all have roles to play in creating our learning community.

Rhythm of the Course

We're going to follow a weekly rhythm in this class throughout the semester. Each week will be anchored by a single issue or idea with 1-2 questions of the week driving our inquiry.

Over the course of the semester, there will be **three types of learning activities to complete:**

1. CLASS CITIZENSHIP AND PARTICIPATION. (140 points)

Our collective engagement in the course will serve as a model for how to engage with community partners. As a result, we are building a community. In order for a community to work, members need to feel agency and ownership over the work the community is doing together.

- a. Complete and reflect on thinking materials each week.
- b. Come to class with at least one thoughtful question and/or reflection and ready to participate in community discussion according to our class agreements.

2. SELF-REFLECTION AND GROWTH. (50 POINTS)

- a. Journal Your Interactions. (10 points)
- b. Positionality statement. (10 points)

- c. Listening assignment. (10 points)
- d. Expanding your community. (20 points)

3. PARTNERSHIP-BUILDING. (110 POINTS)

- a. Partnering with... (110 points)
 - i. Class facilitation (50 points)
 - ii. Partnership Proposal (60 points)

COURSE MATERIALS

There is one required book for this class: *Decolonizing Education Research: From Ownership to Answerability* by Leigh Patel

All other course materials will be available via Canvas and are outlined below. In addition to watching, listening, and reading course material, there are also some to “explore,” which means to familiarize yourself with the resource and come with a working knowledge of what it is – you are always free to go as deep as you like.

| Week | Topic & Question | Thinking Material | Application Work |
|-------------------------------------|---|--|--------------------------------|
| Week 1: January Due Jan 20 | COMING TOGETHER: What is community? | <p>WATCH: Why Science Needs Community Engagement by Dr. Luz Claudio</p> <p>LISTEN: People. Place. Equity. From <i>This is Community</i> podcast.</p> <p>READ: Introduction of Decolonizing Educational Research pg. 1-10</p> | [In Class] |
| Week 2: January Due Jan 27 | POSITIONALITY & HISTORICITY: Who are we in relation to the work? | <p>READ: Chapter 1 Decolonizing Educational Research (pp. 11-28)</p> <p>READ: Brayboy, B. M., & Deyhle, D. (2000). Insider-outsider: researchers in American Indian communities. <i>Theory into practice</i>, 39(3), 163-169.</p> <p>READ: Lee, C. C. (2020). “I Have a Voice”: Reexamining Researcher Positionality and Humanizing Research With African Immigrant Girls. <i>Multicultural Perspectives</i>, 22(1), 46-54.</p> <p>WATCH: The White Savior Complex by Kayley Gould</p> | Journal Your Interactions due. |
| Week 3: Due Feb 3 | ETHICAL STEWARDSHIP: Who decides? How? | <p>READ: Chapter 2 Decolonizing Educational Research (pp. 29-47)</p> <p>EXPLORE: Research Practice Partnership Toolkit</p> <p>READ: Datta, R. (2018). Decolonizing both researcher and research and its</p> | Positionality Statement due. |

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| | | effectiveness in Indigenous research . <i>Research Ethics</i> , 14(2), 1-24. | |
| Week 4: Due Feb 10 | INTERDEPENDENCE & RECIPROCAL RELATIONSHIP: Who benefits from the work? How? | READ: Chapter 3 Decolonizing Educational Research (48-70) WATCH: Academic research is publicly funded – why isn't it publicly available? with Erica Stone by TEDx WATCH: Blood Journey by Kassie Bracken LISTEN: A Call for Equity in Genomics Research with Keolu Fox by NPR Short Wave | Listening Activity due. Guest Speaker |
| Week 5: Due Feb 17 | EQUITABLE FOUNDATIONS: How will work happen? | READ: Chapter 4 PAR Praxes for Now and Future Change in <i>Revolutionizing Education</i> (pp. 49-83) READ: Ethical Dilemmas in Doing Participatory Research (Chapter 6) in <i>The Handbook of Ethical Research</i> (pp. 93-115) | Sign up for facilitation weeks. Guest Speaker |
| Week 6: Due Feb 24 | SYSTEMIC CHANGES: What resistance is necessary? | READ: Answerability (Chapter 4) <i>Decolonizing Educational Research</i> (pp.71-83) EXPLORE: Community Partner Investigator Training READ: Philip, T. M., Bang, M., & Jackson, K. (2018). Articulating the “how,” the “for what,” the “for whom,” and the “with whom” in concert: A call to broaden the benchmarks of our scholarship. <i>Cognition and Instruction</i> 36(2), 83-88 https://doi.org/10.1080/07370008.2018.1413530 READ: Bang, M., Faber, L., Gurneau, J., Marin, A., & Soto, C. (2016). Community-based design research: Learning across generations and strategic transformations of institutional relations toward axiological innovations. <i>Mind, Culture, and Activity</i> , 23(1), 28-41. | Guest Speaker |
| Week 7: Due March 3 | POLITICS IN PARTNERSHIPS: How do we navigate challenges? | READ: Beyond Social Justice (Chapter 5) <i>Decolonizing Educational Research</i> (pp. 84-97) READ: Ethical Issues in Research with Immigrants and Refugees (Chapter 9) | Guest Speaker |

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| | | <i>The Handbook of Ethical Research</i> (pp. 155-177) | |
| Week 8: Due March 10 | BEING TOGETHER: Making space & taking time. | READ: Chapter 5 Different Eyes/Open Eyes in Revolutionizing Education (pp. 89- 124) | Guest Speaker |
| Week 9: Due March 17 | NUTS & BOLTS: The Pragmatics of Partnerships Research | Student Choice added by March 1 | |
| Week 10: Due March 24 | PARTNERING WITH... | Added by March 8 | Team 1 due. |
| Week 11: Due March 31 | PARTNERING WITH... | Added by March 15 | Team 2 due. |
| BONUS: Meeting with Dr. Leigh Patel on Thursday April 1 at 12pmMST. | | | |
| Week 12: Due April 7 | PARTNERING WITH... | Added by March 22 | Team 3 due. |
| Week 13: Due April 14 | PARTNERING WITH... | Added by March 29 | Team 4 due. |
| Week 14: Due April 21 | REFLECTING TOGETHER: The power of showing up. | | Expand your community activity due. |
| Finals Due April 28 | NO CLASS MEETING | | Partnership Proposal due. |

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove responsibility from the student to drop courses which he or she does not plan to attend.*) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/> (Links to an external site.)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (Links to an external site.)

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such

behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to

offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity
Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#) (Links to an external site.)
- [Student Code](#) (Links to an external site.)
- [Academic Integrity](#) (Links to an external site.)
- [USU Selected Academic Policies and Procedures](#) (Links to an external site.)
- [USU Academic Policies and Procedures](#) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](#) (Links to an external site.)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e.,

in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\) \(Links to an external site.\)](#).

Students are also encouraged to download the [“SafeUT App” \(Links to an external site.\)](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.