

# Participatory and Community Research

## (ANG-6930/ANT-4930)

Instructor: Michael Heckenberger (Anthropology)

Time/Place: Friday Period 3-5 (9:35-12:25); CBL 216

Office Hours: By appointment, Turlington B360 ([mheck@ufl.edu](mailto:mheck@ufl.edu))



Kuikuro Indigenous Association “Smart Forests” Initiative in Upper Xingu, Mato Grosso, Brazil with Chiefs Afukaka and Yanama Kuikuro and collaborators Carlos Fausto (Museu Nacional, Universidade Federal do Rio de Janeiro) and Dr. Wetherbee Dorshow (Science Director, GIS Institute) in Ipatse village 2014 (left) and 2017 (right).

**Summary:** This course is an overview of the development of Community-based Participatory Action Research (CBPR) in the 20<sup>th</sup> century. It provides a survey of work over the past two decades in all branches of anthropology, as well as affiliated disciplines. Today, locally-based or contextual approaches, and how these articulate with regional, national and international “communities.” Participatory is typically qualitative, based on community building, co-produced design and active engagement with local communities, but also includes quantitative approaches, “fast science” and “big data,” linked to communities of knowledge existing at regional and global issues and broader society. It differs from traditional research design in that problems and questions are created through mutual engagement and research design and dialogue and engagement between different groups, with only partially shared or even contrasting epistemologies. CBPR is a perspective and methodology widely used in social and natural sciences and public health, but anthropology stands out as the inspiration and the discipline most uniquely specialized in multi-vocal and engaged

approaches in academia and public domains. This course introduces students to case materials from archaeological, biological, linguistic and socio-cultural anthropology to illustrate the general approach of CBPR.

Objectives/Outcomes: (1) Survey of general literature of participatory research; (2) critical discussion of case-based studies from USA/Canada, Brazil and Africa; (3) direct engagements with ongoing projects in Brazilian Amazon, including chat groups and zoom meetings with indigenous participants over the course of the semesters; (3) individual case study proposals developed by each student, with occasional discussion and additional in-class materials (readings, new stories, video clips and other communications, aimed at creation of (a) informed consent; (b) IRB2; (c) NSF proposal final project.

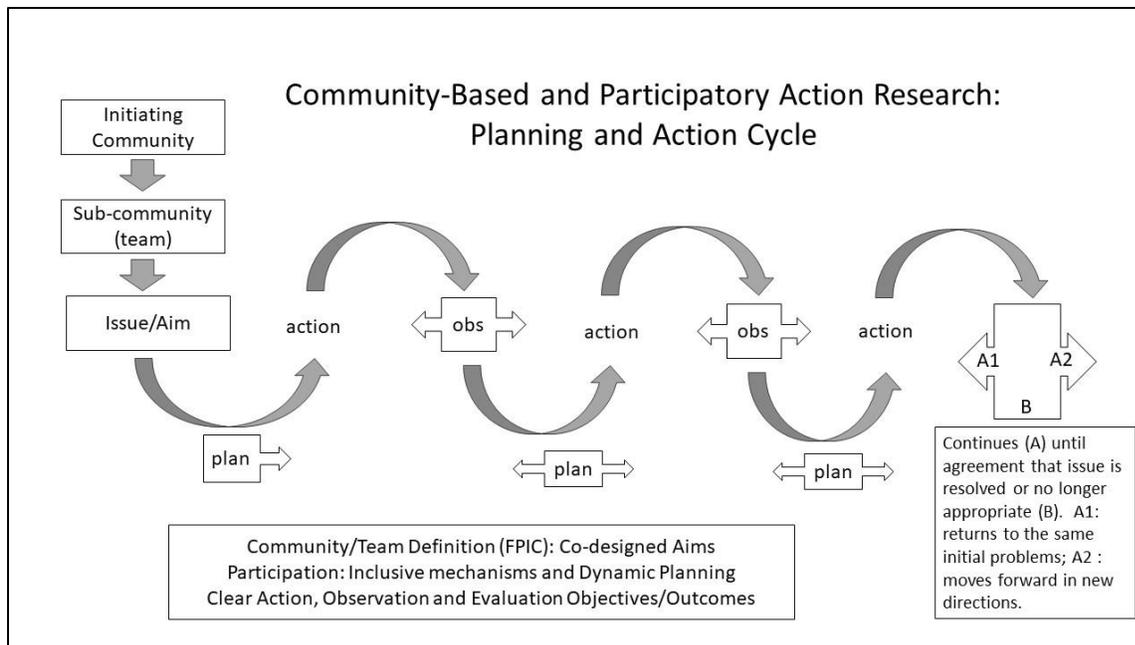
Conceptual Background: Community-based and public approaches were an important component of anthropology throughout its history. In North America, working together with indigenous peoples emerged hand-in-hand with the discipline of anthropology. Lewis Henry Morgan, lawyer turned anthropologist, worked with Native American communities on land claims and social rights in the mid-1800s. Franz Boas – the “father of American anthropology” - and his students, including indigenous students, as well as, African-American, women and LGBT<sup>3</sup> PhDs, attempted to address head-on problems of racism and inequality in American society and through “salvage ethnography” with Native American groups. “Applied Anthropology,” aimed at using the techniques of Western science to address problems of non-Western and subaltern groups, entered anthropological discourse in Radcliff-Brown’s commentary on Malinowski’s work in the 1930s. “Action anthropology” was coined in the 1940s, related to Sol Tax’s “Fox Project” at about the same time that “action research” was initiated in psychology and public health in the USA in the 1940s. Since the 1970s, applied anthropology has been an important sub-specialty, or direction alongside research and general theory, but typically aimed at application of western scientific tools and models to address questions deemed appropriate within this paradigm.

“Participatory action research” (PAR), originally proposed in Paulo Freire’s “Pedagogy of the Oppressed” (1970), introduced the notion of empowering the poor and marginalized members of society about issues pertaining to education and land reform, based on community engagement. He challenged social relationships in traditional education that were based on dominance and power. His notion of critical consciousness promoted action-based approaches aimed at training individuals knowledgeable about political, social, and economic contradictions in society and to action aimed to directly address inequality and help liberate oppressed individuals. PAR continues to address politically contentious issues through local empowerment and mutual learning, rather than disciplinary conventions and objective “truths,” defined according to application of the scientific method. In the 21<sup>st</sup> century, “community-based participatory research” (CBPR), as Holkup et al. (2004: 162) note, emphasizes “partnering with communities and provides an alternative to traditional research

approaches that assume a phenomenon may be separated from its context for purposes of study [...] arising from a positivistic philosophical framework, lie at the base of separating research from practice.”

While action research, in general, is participatory and oriented by addressing current problems at local levels, community-based Participatory Action Research (CBPR) goes beyond the minimal level of participation provided by participant observation, inter views and labor/logistical engagement to create truly dialogic communities of practice, collaborations, and addressing locally derived or appropriate questions. It recognizes the importance of involving members of a study population as active and equal participants, in all phases of the research project, if the research process is to be a means of facilitating change. Active engagement is integral to the process that engages directly with local concepts and frameworks, from initial problem orientation to data collection, analysis, and interpretation and, ultimately problem reorientation, project management and planning and dissemination. It problematizes from the onset questions of who the research is for, whose knowledge is involved and what topics are selected, and whether questions promoted by local peoples, rather than institutions and their priorities and agendas according to disciplinary/professional interest, based on scientific knowledge, funding and professional interests. It requires not only co-production of knowledge but also shared ownership.

In sum, CBPR is then an iterative process of participation, observation and planning, which generally takes time and committed engagement. It begins and ends with dialogue, mutual understandings, and shared objectives. First, communities must be identified, defined and engaged in open and inclusive settings, beginning with free, prior and informed consent, aimed at identification and definition of common aims, a co-produced plan to organize and mobilize resources, notably people, and co-designed solutions to mutually recognized problems, as well as co-produced standard observations and measures. In the end, it aims to support the problems of livelihoods, social and cultural values and self-determination, meaning results and presentations of them are locally accessible and useful.



Primary Readings (selected materials will be available in pdf):

*Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (2007), S. Kindon, R. Pain, M. Kesby, editors (2007). London: Routledge.

*Collaboration in Archaeology* (2007), T. J. Ferguson and C. Colwell, editors

*Indigenous Methodologies* (2009), M. Kovack.

*Research with, by and for Indigenous and Local Communities* (2012), S. Atalay,

*Community-Based Heritage in Africa* (2017): Schmidt Africa

*Indigenous Research* (2018; Canada/USA), Johnston, McGregor, and Restoule

Additional materials for several areas, e.g., Amazon, TCD, bio-medical, will also be provided in pdf to complement selections from books above. Additional reading assignments will be tailored to composition of the class.

Provisional Course Outline [will change slightly depending on participant interests]:

### Part I. History

- a. Roots: Morgan, Boas, Malinowski and Parks
- b. Mid-Late 20<sup>th</sup> Century Applied Anthropology
- c. Paulo Freire & Participatory Action Research, the Whytes
- d. 21<sup>st</sup> Century: Plural Communities, Context-Sensitive Science & Inclusion

### Part II: Cultural Heritage, Applied Environmental Studies & Indigenous Archaeologies

- a. North America (readings from Atalay 2012)
- b. Africa (read Schmidt 2017)
- c. Amazon (readings: Heck 2004, 2007, 2009, 2014)

Part III: Bio-Medical:

- a. Participation in Biological Anthropology: On, by and for who? (with Connie Mulligan, Valerie De Leon, John Krigbaum; genetics/forensics readings)
- b. Bio-medical Anthropology (USA & Caribbean): Can the Patient Speak? (with Lance Gravlee; readings from Nancy Scheper-Hughes and João Biehl)

Part IV: Native American Studies

- a. North America (with Peter Collings on Inuit; readings from Kovach 2009 and others)
- b. Language (with Aaron Broadwell on linguistic documentation: Readings by Dwyer, Hill and Franchetto (2006)
- c. Conservation and Development: Amazon (with Simone Athayde/other; Athayde et al. 2016; Chapin 2004; Heck 2018)

Part V: Urban Societies & Global Community

- a. Disasters: natural and otherwise (São Paulo “homeless” presentation; Heck 2012)
- b. Global and “Post-Human” Communities (readings from Whitehead & Wesch 2012)

Part VI: Group derived topics & Conclusions

Evaluation: Attendance is required (one unexcused absence is allowed; absences discussed in advance for conferences and other professional development are allowed, in addition to medical/family emergencies). Ten percent of grade based on in-class interactive (discussion group) participation. An independent project, divided in five parts as follows:

- a. Topic Abstract presented in class (week 4): 5% of grade
  - i. 250-500 word: topic area or statement of problem, target materials for substantive body, and statement of relevance and broader impacts;
  - ii. Bibliography of initial sources (4-5) with 1 sentence summary of 2 most relevant sources for general topic/issues;
- b. Community Abstract: written as Free Prior Informed Consent document, presented in class (week 8): 15%
  - i. 1000 word background and informed consent statement
  - ii. Annotated entries from 2 additional sources about specific locale;
- c. Project Description: IRB-like form (week 10): 20%

- i. 1000-1500 word project description/methods
  - ii. Annotated entries from 2 appropriate sources on methods (1-3 sentences)
- d. Power-point presentation (week 14-15): 25%
  - i. Based on six or more primary information slides (what you'd put in as graphics to a proposal with captions that tie to your project description): and as many other images, text slides., etc., you would use in a 15-20 minute presentation;
- e. Final Project: Combined final project in basic NSF form, including graphics and full (15+ entry) bibliography (due: 04/26/2019): 25%