



University of Alberta
Department of Secondary Education

**EDSE 501 Participatory Research
(LEC X02)
Fall 2014**

Mondays 5:00-8:00 p.m.
Sept. 10 to Dec. 3
(no class Oct. 13 or Nov. 10)
Room 4-104 Education North

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Office Hours – Mondays 3:00-5:00 p.m. or by appointment

Course Prerequisite: None. A general research methods course is recommended.

Course Description & Objectives

Participatory Research (PR) is a new paradigm approach to doing community-based research viewed as a means of producing knowledge as well as a tool for education, the raising of consciousness, mobilization for action and for the amplification of perspectives from the margins. Grounded in a participatory worldview, PR is concerned with developing practical knowing for human purposes. By bringing together action and reflection, theory and practice, and community engagement, PR produces practical and reflective knowledge, which helps people to name their world and so to change their world. Themes to be addressed include: definitions of PR, its history and related new paradigm methodologies (feminist, critical, indigenous, arts-based), a new paradigm/participatory worldview. We will reflect upon considerations for doing PR:

identifying community needs, community engagement, the roles of researchers and participants, ethical considerations and challenges. We will look at research as activism, possible arts-based methods, the researcher's social location through autoethnography, and consider strategies for research interpretation, dissemination and assessment. Examples of participatory research projects will be explored.

The course will include an optional Community Service Learning component.

The specific course objectives are for students to:

1. Develop and understanding of and appreciation for the philosophical underpinnings of PR methodology.
2. Explore various research methods appropriate for PR.
3. Engage in PR related activities.

Required Texts - There are no required texts for this course. See complete reading list with perma-links below.

Course Evaluation & Grading

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University's grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

Evaluation in EDSE 501 will consist of four graded assignments. There is no final examination in this course. Details of the assignments and grading criteria are provided below and will be discussed further in class. Each assignment will be evaluated based on the general grading criteria indicated below and the specific criteria set out for the assignment. Each assignment will be assigned a letter grade corresponding to the U of A Letter Grading System (Table A below). Letter grades for assignments will be translated into corresponding GPA equivalents for the purposes of weighting. You will be assigned a final letter grade for the course reflecting judgment of your achievement made by the instructor based on a combination of absolute achievement and relative performance in the class.

General Grading Criteria

A-, A, A+ (Excellent) – displays excellent performance with respect to assignment learning objectives; exhibits sophisticated, original, creative thinking and demonstrates a capacity to analyze critically and synthesize information; presenting challenging and significant ideas; interpretations developed with insight; finely focused and clearly written/crafted

B, B+ (Good) – displays good performance with respect to assignment learning objectives; understanding/analysis is strong; well focused and clearly written/crafted

B-, C+ (Satisfactory) – displays satisfactory performance with respect to assignment learning objectives; understanding/analysis meets expectations; not consistently well focused or clearly written/crafted

C and below (Failure) – displays unsatisfactory performance with respect to assignment learning objectives; weak understanding/analysis evident; poorly focused and written/crafted

Table A

U of A Letter Grading System

Course Grades Obtained by Graduate Students

Descriptor	Letter Grade	Grade Point Value Equivalent
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

Minimum Academic Standing GPA
Minimum course pass mark

Points Regarding Evaluation Procedures

GFC Policy states that:

- Instructors will allow students a reasonable time in which to complete an assignment, bearing in mind its weight.
- Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner.
- Normally term work will be returned on or by the last day of classes in the course,

with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period. All exceptions must be authorized by the Faculty Council (or delegate) in the faculty offering the course.

- Information about the U of A grading system can be found at *the University of Alberta Policies and Principles Online (UAPPOL) website* at <http://www.uappol.ualberta.ca/>

Also

- All written assignments **must be word processed** in Times New Roman 12 point font, double-spaced with 1 inch margins (or equivalent) unless otherwise negotiated with the instructor. Writing ability/style will be assessed along with the content. Particular details on assignments will be communicated throughout the course.
- Written assignments should adhere to APA or other acceptable style in format, citation and referencing.
- Late penalties will be assigned to assignments handed in after the due date. After 5 days, a grade of zero will be assigned. Exceptions due to extenuating circumstances must be approved by the instructor in advance.

Course Assignments

Evaluation for the course will be based on the following 4 assignments. Alternative formats are acceptable for most assignments if applicable e.g.) photo essay, collage essay, video production, etc. Students considering alternative formats should individually consult with the instructor to negotiate terms of the assignment. Any creative work will be accompanied by a two-page (approximately 600 words in Times New Roman 12 point font, double-spaced) artists' statement or written reflection of the creative process in which they engaged to conduct the inquiry.

1. Themes Assignment (20%)

A schedule of weekly themes and assigned readings will be shared with the class. Each student will read at least one of the assigned readings for the week and post, on the e-class site, at least 24 hrs. prior to each class, a question or quandary related to the theme for the class. These contributions will be taken into consideration in the final grading of the assignment.

Each student will select one of the course themes, read all of the readings for that week, prepare a 10-minute max. introduction to the theme, and be prepared to lead the class discussion around the theme and readings that day. The class discussion should draw on the questions/quandaries posted on e-class by classmates.

A 1-page "handout" (max. 300 words in Times New Roman 12 point font, double-spaced) for the introduction will also be posted on e-class prior to the class and a paper copy given to the instructor on the day.

Due – Individual themes assignment dates will be negotiated within the class. Timing and scheduling of presentations will be determined dependant on class size and schedule spread throughout the course. In some cases this assignment will be done in pairs. The intro handout posted to e-class and a paper copy for the instructor are due on the same day.

2. Researcher's Social Location (20%)

Each student will conduct an autoethnographic inquiry to investigate her/his social location in relation to a participatory research project or topic they are considering and prepare a presentation based on that inquiry for the class. The autoethnographic inquiry should proceed via and/or be represented in any medium of the students' choosing (written or alternative format). The inquiry should be personal, based on the new paradigm belief that the researcher's subjectivity, personal investments and commitments influence the choice of research topic and the research process itself. Readings, examples and class discussions on autoethnography/social location will occur prior to the presentation dates. Presenters should allow time in their presentations for class interaction/discussion. Material related to the presentation will be posted on the e-class site including a 2-page (approximately 600 words in Times New Roman 12 point font, double-spaced) essay. Students are encouraged to provide feedback to each other on the e-class moodle site.

Due – Individual topics and presentation dates to be negotiated within the class. Timing and scheduling of presentations will be determined dependant on class size and schedule (anticipated approximately 15 mins. in length) in the first half of the course. The submission including materials posted on e-class and a paper copy for the instructor is due on the same day as the student's presentation.

3. Engaging Community (30%)

Each student will choose either a), b) or c) below.

Note: Ethics approval has been obtained for course-based research for this course. Ethics related to this assignment for options b) and c) must be discussed with the instructor prior to commencing the research. To make use of the research conducted for the course in a student's own graduate research study the student will need to submit to the REB for further ethics approval.

a) **Paper:** Find a published exemplar of a participatory research project, write a 8-page (approximately 2400 words in Times New Roman 12 point font, double-spaced) analysis of the project and prepare a presentation for the class based on that project. Students should select examples that they deem to be of high quality, on a topic or method of interest to them. Students should make some materials (an article, a web page address, some visuals, etc.) available to the class on the e-class site the week prior to their presentation for review. Other students are not required to read this material in detail, but encouraged to have a look at it prior to class.

Presentations for this paper option will be scheduled first in this series of presentations.

b) Research Project: Conduct a preliminary participatory research project. Students will make contact with a community group of their own choosing and conduct preliminary research activities (e.g. interviews, focus group, art activities) with a representative or representatives from the group to ascertain community needs/questions/interests (this is a common PR activity). Students choosing this option should consult with the instructor prior to beginning the activity regarding ethics and activities. Students will submit a 4-page report (approximately 1200 words in Times New Roman 12 point font, double-spaced) for the course based on the work they have completed with the community group. Students will prepare a presentation of the report for the class. Presentations for this research project option will be scheduled in the middle of this series of presentations.

c) Community Service Learning: For the CSL component students will make contact with a community group (of their own choosing and connect to CSL, or with the help of the CSL Unit), complete the CSL requirements, prepare a presentation for the class based on the work they have completed with the community group and submit a 2-page summary of their presentation (approximately 600 words in Times New Roman 12 point font, double-spaced). Students will follow up with any other commitments to the community group based on CSL expectations. Presentations for this CSL option will be scheduled later in the course.

Due – Timing and scheduling of presentations will be determined dependant on class size and schedule (anticipated approximately 30 mins.) beginning in the second half of the course. Presentations should include a summary of the highlights of the work being examined, some sort of audio-visual or interactive component, with time for questions, class discussion, or other related activities, etc. Students will make materials available on the e-class site for others to review and provide a paper-copy of their paper/report/summary to the instructor on the day of their presentation. Students are encouraged to provide feedback to each other on the e-class moodle site.

4. Final Paper/Project (30 %)

The final project may consist of a written paper (2400 words, approx. 8 pages in Times New Roman 12 point font, double-spaced excluding references – using APA style) or equivalent in some other creative format. In the case of a creative format, the artwork must be accompanied by a 2-page (approximately 600 words in Times New Roman 12 point font, double-spaced) artists' statement or written reflection of the creative process in which the student engaged to create the work. The project should be on a topic related to some area of participatory research of the student's choosing – related to the ideas, themes and issues taken up in class. It could be an extension of what was presented for options b) or c) for assignment #3. Students should consult with the instructor prior to beginning the work. An informal sharing of project topics will occur during the final class if time permits.

Due – Friday December 5. Word documents, image, audio or video files should be uploaded to e-class.

Important Reminders

Course Outlines

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

Recommendation to Students with Disabilities

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381.

Recording Class Lectures: Audio or video recording of lectures, labs, seminars or any other teaching environment by students is permitted only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent of the instructor.

Bibliography of Course Readings (readings will be selected from the following)

Absolon, K. & Willett, C. (2005). Putting ourselves forward: Location in Aboriginal

- research. In L. Brown & S. Strega, S. (Eds.) *Research as resistance: Critical, indigenous, and anti-oppressive approaches* (pp. 97-126). Toronto, ON: Canadian Scholars' Press.
<http://www.library.ualberta.ca/permalink/opac/4354882/WUAARCHIVE>
- Barndt, D. (2008). Ch. 29 Touching minds and hearts: Community arts as collaborative research. In G. Knowles & A. Cole (Eds.) *Handbook of the arts in qualitative research* (pp. 352-364). Los Angeles, CA: Sage.
<http://login.ezproxy.library.ualberta.ca/login?url=http://srmo.sagepub.com/view/handbook-of-the-arts-in-qualitative-research/n29.xml>
- Bradbury-Huang, H. (2010). What is good action research?: Why the resurgent interest? *Action Research*, 8(1), 93-109.
<http://arj.sagepub.com/login.ezproxy.library.ualberta.ca/content/8/1/93.full.pdf+html>
- Brydon-Miller M. (2008). Ch 13 Ethics and action: Research deepening our commitment to principles of social justice and redefining systems of democratic practice. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research*. Thousand Oaks, CA: Sage.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=509334&site=eds-live&scope=site>
- Butterwick, S. (2002). Your story/my story/ our story: Performing interpretation in participatory theatre [Transforming Dangerous Spaces project]. *Alberta Journal of Educational Research*, 48(3).
<http://login.ezproxy.library.ualberta.ca/login?url=http://proquest.umi.com/login.ezproxy.library.ualberta.ca/pqdweb?did=348999281&Fmt=7&clientId=12301&RQT=309&VName=PQD>
- Cahill, C. Rios-Moore, I & Threatts, T. (2008). Ch. 5 Different eyes/open eyes: Community-based participatory action research. In J. Cammorota & M. Fine *Revolutionizing education: Youth participatory action research in motion* (pp. 89-122). New York: Routledge.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=216073&site=eds-live&scope=site>
- Cameron J. (2007). Ch. 24 Linking participatory research to action. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods: Connecting people, participation and place* (pp. 206-215). New York: Routledge.
<http://www.library.ualberta.ca/permalink/opac/4302330/WUAARCHIVE>
- Cerecer, D., Cahill, C. & Bradley, M. (2011). Resist this! Embodying the contradictory positions and collective possibilities of transformative resistance. *International Journal of Qualitative Studies in Education*, 24(5), 587-593.

<http://www.tandfonline.com/login.ezproxy.library.ualberta.ca/doi/abs/10.1080/09518398.2011.600269>

Chatterton, P., Fuller, D. & Routledge, P. (2007). Chapter 25: Relating action to activism: Theoretical and methodological reflections. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods: Connecting people, participation and place* (pp. 216-222). New York: Routledge.
<http://www.library.ualberta.ca/permalink/opac/4302330/WUAARCHIVE>

Clover, D. (2011) Successes and challenges of feminist arts-based participatory methodologies with homeless/street-involved women in Victoria. *Action Research*, 9(1) 12-26.
<http://arj.sagepub.com/login.ezproxy.library.ualberta.ca/content/9/1/12.full.pdf+html>

Conrad, D. (2003). Unearthing personal history: Autoethnography & artifacts inform research on youth risk-taking. *The Journal of Social Theory in Art Education*, (23), 44-58.
<http://www.ualberta.ca/~dhconrad/PDFs/UnearthingPersonalHistory.pdf>

Edwards, K., Lund, C., & Gibson, N. (2008). Ethical validity: Expecting the unexpected in community-based research. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 6(3), 17-30.
<http://www.pimatisiwin.com/uploads/125798524.pdf>

Fine, M. & Torre, M. E. (2008). Ch 27 Theorizing audience products and provocation. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research*. Thousand Oaks, CA: Sage.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=509334&site=eds-live&scope=site>

Flicker, S., Maley, O., Ridgley, A., Biscope, S., Lombardo, C. & Skinner, H. (2008). e-PAR: Using technology and participatory action research to engage youth in health promotion. *Action Research* 6(3), 285-303.
<http://arj.sagepub.com/login.ezproxy.library.ualberta.ca/content/6/3/285.full.pdf+html>

Fournier, B., Mill, J. Kipp, W. & Walusimbi, M. (2007). Discovering voice: A participatory action research study with nurses in Uganda. *International Journal of Qualitative Methods* 6(2).
http://www.ualberta.ca/~iiqm/backissues/6_2/fournier.pdf

Fuentes, E. (2009). Learning power and building community: Parent initiated participatory action research as a tool for organizing community. *Social*

Justice, 36(4), 69-83.
<http://eds.a.ebscohost.com/login.ezproxy.library.ualberta.ca/eds/results?sid=dc990b76-3577-4792-a1da-32351c3471e1%40sessionmgr4005&vid=3&hid=4203&bquery=JN+%22Social+Justice%22+AND+DT+20091201&bdata=JnR5cGU9MSZzaXRIPWVkcylsaXZlJnNjb3BIPXNpdGU%3d> (This is a special issue of the journal on PAR.)

Grant, J., Nelson, G. & Mitchell, T. (2008). Ch 41 Negotiating the challenges of participatory action research: Relationships, power, participation, change and credibility. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research*. Thousand Oaks, CA: Sage.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=509334&site=eds-live&scope=site>

Hall, B. (2005). In from the cold? Reflections on participatory research from 1970-2005. *Convergence*, 38(1), 5-24.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27761027&site=ehost-live&scope=site>

Heron, J. & Reason, P. (1997) A Participatory Inquiry Paradigm. *Qualitative Inquiry*, 3(3), 274-294.
<http://qix.sagepub.com/login.ezproxy.library.ualberta.ca/content/3/3/274.full.pdf+html>

Hutzel, K. (2007). Reconstructing a community, reclaiming a playground: A participatory action research study. *Studies in Art Education: A Journal of Issues and Research*, 48(3), 299-315.
<http://www.jstor.org/login.ezproxy.library.ualberta.ca/stable/25475831>

Jordan, S. (2003) Who Stole my Methodology? Co-opting PAR. *Globalization, Societies and Education*, 1(2), 185-200.
<http://www.tandfonline.com/login.ezproxy.library.ualberta.ca/doi/abs/10.1080/14767720303913>

Kovach, M. (2005). Emerging from the margins: Indigenous methodologies. In L. Brown & S. Strega, (Eds.) *Research as resistance: Critical, indigenous, and anti-oppressive approaches* (pp. 19-36). Toronto, ON: Canadian Scholars' Press.
<http://www.library.ualberta.ca/permalink/opac/4354882/WUAARCHIVE>

Lincoln, Y., Lynham, S. & Guba, E. (2011). Paradigmatic controversies, Contradictions, and emerging confluences, revisited. In N. Denzin (Ed.), *The Sage handbook of qualitative research*, (pp. 97-128). Thousand Oaks: Sage.

(1 copy available in Coutts for on reserve and 2 copies for reference only.)

Nygreen, K. (2009). Critical dilemmas in PAR: Toward a new theory of engaged research for social change. *Social Justice*, 36(4), 14-35.

<http://eds.a.ebscohost.com/login.ezproxy.library.ualberta.ca/eds/results?sid=dc990b76-3577-4792-a1da-32351c3471e1%40sessionmgr4005&vid=3&hid=4203&bquery=JN+%22Social+Justice%22+AND+DT+20091201&bdata=JnR5cGU9MSZzaXRIPWVkcylsaXZlJnNjb3BIPXNpdGU%3d> (This is a special issue of the journal on PAR.)

Pain, R. & Francis, P. (2003). Reflections on participatory research. *Area*, 35(1), 46-54.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9358240&site=ehost-live&scope=site>

Rahman, A. M. (2008). Ch 3 Some trends in the praxis of participatory action research. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research*. Thousand Oaks, CA: Sage.

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Ross, L., Loup, A., Nelson, R., Botkin, J., Kost, R., Smith, G. & Gehlert, S. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. *Journal of Empirical Research on Human Research Ethics*, 5(1), 19-31.

<http://www.jstor.org/login.ezproxy.library.ualberta.ca/stable/10.1525/jer.2010.5.1.19?seq=0&uid=3739392&uid=2134&uid=2&uid=70&uid=3737720&uid=4&sid=21104271685447>

Steinhauer, E. (2002). Thoughts on an Indigenous research methodology. *Canadian Journal of Native Education*, 26(2), 69-81.

<http://proquest.umi.com/login.ezproxy.library.ualberta.ca/pqdlink?index=15&did=325001231&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1251675264&clientId=12301&aid=1>

Other recommended readings:

Conrad, D. (2004) Exploring risky youth experiences: Popular theatre as a participatory, performative research method. *International Journal of Qualitative Methods*, 3(1) Article 2

http://www.ualberta.ca/~iiqm/backissues/3_1/pdf/conrad.pdf

Conrad, D. (2004). When autobiography and research topics collide: Two risky school dance stories. *Taboo: The Journal of Culture and Education*, 8(1), 85-95.

<http://www.eric.ed.gov/PDFS/EJ795528.pdf>

Conrad, D. & Kendal, W. (2009). Making space for youth: ihuman Youth Society & arts-

based participatory research with street-involved youth in Canada. In D. Kapoor & S. Jordan (Eds.) *Education, participatory action research and social change: International perspectives* (pp. 251-264). New York: Palgrave Macmillan.
<http://www.ualberta.ca/~dhconrad/PDFs/MakingSpaceforYouth.pdf>

Conrad D. & Campbell, G. (2008). Participatory research – An empowering methodology with marginalized populations. In P. Liamputtong & J. Rumbold (Eds.) *Knowing differently: Arts-based & collaborative research methods* (pp. 247-263). New York: Nova Science Publishers.
<http://www.ualberta.ca/~dhconrad/PDFs/ParticipatoryResearch.PDF>

Maguire, P. (1993). Challenges, contradictions, and celebrations: Attempting participatory research as a doctoral student. In P. Park, M. Brydon-Miller, B. Hall, & T. Jackson (Eds.) *Voices of change: participatory research in the United States and Canada*. Westport: Bergin & Garvey.
 (A copy is on reserve in Coutts.)

Some excellent books focusing on PAR

Fals-Borda, O. & Rahman, M. (Eds.) (1991) *Action and knowledge: Breaking the monopoly with participatory action-research*. New York, NY: Apex Press.

Fine, M., & Cammarota, J. (2008). *Revolutionizing education: Youth participatory action research in motion*. New York: Routledge.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=216073&site=eds-live&scope=site>

Kapoor, D. & Jordan, S. (Eds.) (2009). *Education, participatory action research and social change: International perspectives*. New York, NY: Palgrave Macmillan.

Park, P., Brydon-Miller, M., Hall, B. & Jackson, T. (Eds.) (1993). *Voices of change: Participatory research in the United States and Canada*. Westport, CN: Bergin & Garvey.

Schwartzman, M. & Knight, K. (2005). *A beginner's guide to community-based arts*. Oakland, CA: New Village Press. (Highly recommended. copies of this book are available in the UA bookstore)