

Course Outline

EST 797, Section 2, #45077
Environmental Studies Seminar

ETHICS, CULTURE & COMMUNITY-BASED ENVIRONMENTAL RESEARCH

Dianne Quigley & David A. Sonnenfeld, Instructors
Department of Environmental Studies

SUNY College of Environmental Science and Forestry
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Description

Overview

Training on research ethics, community-based theory and cultural diversity will prepare students with new research approaches/methods that are appropriate to field studies, community-based partnerships and research with cultural groups. Students will learn about required human subjects protections; participatory research, cultural competence and justice theories; and review environmental case studies for community-based, culturally-appropriate approaches.

Schedule and Location

Three weekend, short-course format: January 18-19, March 15-16, and April 19-20. Class meets Fridays, 2:00 – 4:30 pm, and Saturdays 9:30 am – 12:00 pm, in 105 Marshall Hall.

Learning Outcomes

- Students will learn about the protection of human subjects, the principles and rules of the Belmont Report, and IRB requirements and will review the practical applications of these research ethic guidelines in an environmental research practice.
- Students will review and assess participatory and community-based theories and field studies to improve research beneficence and justice with diverse communities.
- Students will review cultural competence and ethical/ justice theories to promote more thoughtful moral consideration of research approaches/ methods with diverse groups.
- Students will become aware of historical research harms to cultural groups in the US and internationally and learn the human rights histories of various cultural groups.
- Students will gain experience with preparing to interact with diverse groups in the US and abroad through investigating cultural histories and research experiences of these groups and through co-learning strategies and research arrangements used with diverse groups for collaborative projects.

- Students will learn about defining community; assessing and developing community capacities for community-based research collaborations and partnerships; and developing and working with community advisory committees through applied guidance in the field and through environmental case studies.

Requirements

- Attend all class sessions;
- Read all required texts;
- Submit two short essays; and
- Prepare a draft plan for protection of human subjects in your planned research.

Grading

Short essays (2):	30%
Final paper:	40%
Attendance and participation:	20%

Communication

<i>Instructor</i>	Dianne Quigley	David Sonnenfeld
<i>Office</i>	TBA	211B Marshall Hall
<i>Hrs.</i>	TBA	TBA
<i>Tel.</i>	401.863.3449	315.470.4931
<i>E-mail</i>	Dianne_Quigley_1@brown.edu	dsonn@esf.edu, DASonnenfeld@gmail.com
<i>URL:</i>	http://brown.edu/research/research-ethics	http://www.esf.edu/es/sonnenfeld

Required Text

Course Reader, available from the Dept. of Environmental Studies, 106 Marshall Hall

Assignments

- Essay #1, Research ethics (2-3 pp.) – hand out, Jan. 18-19; due Feb. 15
- Essay #2, Cultural competency/community-based research (2-3 pp.) – hand out, Mar. 15-16; due Apr. 15
- Final Paper: Draft plan for protection of human subjects or another appropriate plan (e.g. preliminary plan for a community-based research project) (5-7 pp.) – hand out, Apr. 19-20; due May 3

Schedule of Readings

Friday, Jan. 18, 2013: 2:00 pm – 4:30 pm;

Module One: Human Subjects Protections for Individuals and Groups/Communities

Required

National Commission for the Protection of Human Subjects. 1979. "The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research," April 18.

Stalker-Prokopy, L. 2008. Ethical Concerns in Researching Collaborative Natural Resource Management, *Society & Natural Resources* 21: 258-265

Schrag, Brian. 2006. "Research with Groups: Group Rights, Group Consent, and Collaborative Research," *Science and Engineering Ethics* 12(3): 511-521.

Appelbaum, Paul S., Charles W. Lidz, and Robert Klitzman. 2009. "Voluntariness of Consent to Research: A Conceptual Model," *Hastings Center Report* 39(1): 30-39.

Saturday, Jan. 19, 2013: 9:30 – 12:00 pm

Module Two: Group (Community) Protections, Cultural Competence and Research Ethics

Required

Smith, Linda S. 1998. "Concept Analysis: Cultural Competence," *Journal of Cultural Diversity* 5(1): 4-10.

Harding, Anna, Barbara Harper, Dave Stone, et al. 2012. "Conducting Research with Tribal Communities: Sovereignty, Ethics, and Data-Sharing Issues" [Commentary], *Environmental Health Perspectives* 120(1): 6-10.

Jones, James H. 1992. "The Tuskegee Legacy: AIDS and the Black Community," *Hastings Center Report* 22(6): 38-40.

Gbadegesin, Segun, and David Wendler. 2006. "Protecting Communities in Health Research from Exploitation," *Bioethics* 20(5): 248-253.

Friday, March 15, 2013

Module Three: Community-Based Research and Environmental Studies

Required

Gruber, James. 2010. "Key Principles of Community-based Natural Resource Management: A Synthesis and Interpretation of Identified Effective Approaches for Management of the Commons," *Environmental Management* 45(1): 52-66.

Jacobson, Maxine, Kate Pruitt-Chapin, and Chris Rugeley. 2009. "Toward Reconstructing Poverty Knowledge: Addressing Food Insecurity through Grassroots Research Design and Implementation," *Journal of Poverty* 13:1-19.

Saturday, March 16, 2013: 9:30 – 12:00 pm**Module Three: Cultural Knowledge/ Skills for Ethical Research Engagement**Required

Kimmerer, Robin Wall. 2000. "Native Knowledge for Native Ecosystems," *Journal of Forestry* 98: 4-9.

Gibbs, Meredith. 2001. "Toward a Strategy for Undertaking Cross-Cultural Collaborative Research," *Society and Natural Resources* 14: 673-687.

Bengston, David N., Michele Schermann, Maikia Moua, and Tou Thai Lee. 2008. "Listening to Neglected Voices: Hmong and Public Lands in Minnesota and Wisconsin," *Society and Natural Resources* 21: 876-899.

April 19, 2013: 2:00 pm – 4:30 pm**Module Three (cont'd): Community-based Approaches for Ethical Research Engagement**

Speaker: Possible Community-based Representative

Required, Choose Any Three of the Following

Arquette, Mary, et al. 2002. "Holistic Risk-Based Environmental Decision Making: A Native Perspective," *Environmental Health Perspectives* 110 (suppl 2): 259-264.

Almany, G.R., et al. 2010. "Research partnerships with local communities: two case studies from Papua New Guinea and Australia," *Coral Reefs* 29: 567–576

Charles, Jennifer C., and Charles A. Menzie. 1998. "Identifying South-east Asian Immigrant Populations in Massachusetts at Risk from Eating Contaminated Shellfish," *Journal of Environmental Management* 52: 161-171.

Coburn, Jason. 2002. "Combining Community-Based Research and Local Knowledge to Confront Asthma and Subsistence-Fishing Hazards in Greenpoint/ Williamsburg, Brooklyn, New York," *Environmental Health Perspectives* 110(suppl 2): 241-248.

Saldivar-Tanaka, L., and Kransy, M. 2004. Culturing community development, neighborhood open space, and civic agriculture: The case of Latino community gardens in New York City. *Agriculture and Human Values* 21, 399-412.

Todes, Alison. 2011. "Reinventing Planning, Critical Reflections" *Urban Forum*, 22:115–133

McDermott, Melanie H. 2009. "Locating benefits: decision-species, resource access and equity in US community-based forestry," *Geoforum* 40: 249-259

Saturday, April 20, 2013: 9:30 – 12:00 pm**Module Four: Defining Community, Building Capacities and Developing Partnerships**Required

Flint, Courtney G., A.E. Luloff, and James C. Finley. 2008. "Where Is 'Community' in Community-Based Forestry?" *Society and Natural Resources* 21: 526-537.

Minkler, M., V. B. Vásquez, M. Tajik, and D. Petersen. 2008. "Promoting Environmental Justice through Community-based Partnership Research: the Role of Community and Partnership Capacity," *Health Education and Behavior* 35(1): 119

Recommended

Quigley, Dianne. 2006. "Perspective: A Review of Improved Ethical Practices in Environmental and Public Health Research: Case Examples from Native Communities," *Health Education & Behavior* 33(2): 130-147.

Akwesasne Research Advisory Committee. 1996. "The Good Mind Research Protocol," *Akwesasne Notes New Series* 2, 94-9.

MacQueen, Kathleen M., et al. 2001. "What is community? An evidence-based definition for participatory public health," *American Journal of Public Health* 91: 1929-1938.

APPENDIX: Module Descriptions**Module One - Overview of Cultural Competence Theory and Human Subjects Protections**

- Overview of Human Subjects Protections – Belmont Report, International Recommendations (1.5 hours)
- Cultural Diversity and Human Subjects Protections – Review of Case Studies, Cultural Competence Theory (1.5 hours)

Cultural competence theory emphasizes these critical areas of learning: cultural reflexivity, cultural knowledge, cultural skill and cultural desire. Students will read about various approaches to cultural competence theories and practices. These learning objectives will be integrated with the training requirements of the Belmont Principles: beneficence, nonmaleficence, respect for autonomy and justice for researchers working with culturally-diverse communities. In this module, we will train researchers on the traditional requirements of the Belmont Principles but describe how they become more challenging in diverse settings and need a culturally-sensitive approach.

Module Two – Cultural Reflexivity and the Belmont Principles/Ethical Theories for Justice

- Preparing for Working with Diverse Cultural Groups: Overview of Past Research Harms, Human Rights Histories of Diverse Groups (2 hours)
- Ethical Theories/Practices of Justice with Cultural Groups: Review of theories and new practices, Student Reflections on Personal Approaches with Cultural Groups (2.5 hours)

Researchers who may engage culturally-diverse community members for environmental studies projects may have very little interaction with some diverse cultural groups: Latino, African-American, Native American or Asian-American communities in the US. Internationally, they may not be aware of important case lessons learned for working with indigenous communities or other diverse ethnic groups in various environmental projects. In this module, we will prepare researchers for the demands of cultural reflexivity (assessing one's attitudes, beliefs, biases and prejudices toward distinct cultural groups; understanding how certain academic interaction styles may be intimidating or culturally-inappropriate toward certain groups). We will engage practitioners in this self-assessment through providing training on types of media and other cultural stereotypes that have been both historical and current in the US for cultural groups who they may work with.

Ethical theories need to be reviewed for developing individual moral approaches to these problems: postmodern/postcolonial theories of otherness, participation, inclusion and justice (Levinas and the Other, Freirian approaches, participatory research approaches (PRA), (Hall), feminist approaches/ethics of care (P. Collins, C. Gilligan); CBPR (Israel, Minkler, Chen); Kantian theory of individual moral autonomy, deontological approaches to justice (rational, distributive justice), communitarian ethics (community-based organizing and decision-making) and ethics of care or relational ethics (building relationships, more altruistic approaches) (20). Students will reflect in writing exercises and through small group discussions how these training resources are helpful to areas of cultural tension and conflict that they may fear in their research engagement; how they may adapt their personal approaches to traditional requirements of beneficence, nonmaleficence, respect for persons and justice with these perspectives on working with diversity and cultural relativity.

Module Three – Building Cultural Knowledge and Skills for Ethical Research Engagement

- Building Cultural Knowledge for Research Ethics (US and International): Review of texts, databases, articles and co-learning approaches. (2 hours)
- Intercultural Approaches: Review of CBPR and TEK Case Studies and Applied Articles (2 hours)
- Student Review of Research Approaches with Anticipated Projects (1 hour)

Cultural Knowledge is defined as seeking and achieving a sound educational foundation regarding a variety of cultural races and world views. *Cultural Skill* stresses an understanding on diverse cultural perceptions, beliefs, practices and values on aspects of the research process; requiring skills development that is focused, systematic and evaluative in areas of problem-solving and communication (21). In this module, we will review US-based, cultural groups (Native American, Latino, Asian-American, African-American) and select among many

international cultural groups (from African, India, Australia, Malaysia, Central and South America) and provide a template for investigating a distinct culture and its history, world views/beliefs and how this cultural knowledge interfaces with the goals of academic research projects. Cultural knowledge can be gained through anthropological/sociological texts and field studies but it can also be gained in co-learning and cultural sensitivity workshops with representatives of culturally-diverse communities being studied. We will equip students with the methods/resources needed to gain cultural knowledge about the specific cultural groups that they will encounter in their research careers. US-based, culturally-diverse representatives will be recruited for presentations in this module.

Module Four – Defining Community/ Virtue-based Approaches to Community-based Research

- Field/theoretical information on defining community and building community capacities.
- Past and Recent Virtue-based Approaches to Community Studies and Review of recent CBPR, TEK and Other Case Studies for Virtues Needed (2 hours)

Both with community theory and field studies, students can review the definitions and meanings of “what is community” when research ethics considers the “community” as the subject of research. Additionally, field practitioners have written about building capacity for community members to both partner and review research interventions in their own local settings. These are important tools for students who will be engaging community members in research.

In this module, we will also provide selected case studies now published in environmental studies and CBPR on the need for trust, respect, mutuality, discernment, flexibility, openness, and other identified virtues. In each of these case reports, researchers describe how their engagement styles, communication, language, research designs/methods all were altered or adapted through an iterative ordering of academic virtues and community, culturally-based virtues. Students will be asked to assess how virtues were discussed, ordered and negotiated in a culturally-based research process. Also, students will review how these negotiations occur over the entire research period and require ongoing attention and adaptations by researchers

Course Evaluation

- Oral and Written Review of Course (.5 hours)