

Ethics, Culture and Community-based Research in Environmental Science, Engineering and Related Fields

Sponsors: Syracuse University College of Engineering and Computer Science; SUNY-ESF,
Syracuse, NY and Brown University Center for Environmental Studies, RI
Aug. 13-15, 2014

Wednesday, August 13

(Rm. 151, Link Hall, Syracuse University)

Readings

Read prior to session:

1. 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.
2. 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.
3. Smith, Linda S. 1998. "Concept Analysis: Cultural Competence," *Journal of Cultural Diversity* 5(1): 4-10.

Skim:

4. 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.
5. Schrag, Brian. 2006. "Research with Groups, Group Consent and Collaborative Research". *Science and Engineering Ethics* 12 (3):511-521

Choose one to two case studies to read prior to class for discussion:

1. Marsh, Helene, and Richard Kenchington. 2004. "The role of ethics in experimental marine biology and ecology," *Journal of Experimental Marine Biology and Ecology* 300:5-14.
2. Prokopy, Linda S. 2008. "Ethical Concerns in Researching Collaborative Natural Resource Management," *Society and Natural Resources* 21:258-265.
3. Engels, Johannes M. M., Hannes Dempewolf, and Victoria Henson-Apollonio. 2011. "Ethical Considerations in Agro-biodiversity Research, Collecting, and Use," *Journal of Agricultural and Environmental Ethics* 24:107–126. www.springer.com
4. Rosenthal, Joshua. 2006. "Politics, Culture, and Governance in the Development of Prior Informed Consent in Indigenous Communities". *Current Anthropology*, Vol. 47, No. 1 (February) **Read: 119-128**

Agenda

11:00 am – 12:30 pm

Review of Human Subjects Protections, IRB Requirements and Informed Consent Theory
(Slides and discussion) with Case Studies

12:30 pm – 1:15 pm

Lunch (catered)

1:15 pm – 3:00 pm

Small Group and Class Discussion on Case scenarios of Research Protections/ Informed Consent
(Using required case studies with exercise questions)

3:00 pm – 3:15 pm

Break

3:15 pm – 4:30 pm

Cultural Competence Theory (Overview of Theory and Harding et al review)

Self-Paced Exercise for Credit or Certificate (This can be completed for tomorrow or by end of Fall semester 2014)

Writing Assignment #1 – Write a two-page (double-spaced) critical review of human subjects research protections and cultural competence approaches that you can identify in a selected case study from the Selected Case Studies Folder on Blackboard, other studies of interest are allowed)

Thursday, August 14

(Link Hall, Rm. 151)

Readings

Cultural Competence Exercise : Read one of these cases related to your interest area prior to morning session:

1. 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. And **article:** David N.
2. Bengston, Michele A. Schermann, Fong Hawj & MaiKia Moua (2012):Culturally Appropriate Environmental Education: An Example of a Partnership with the Hmong American Community, *Applied Environmental Education & Communication*, 11:1, 1-8
3. Guthman, J. 2008: Bringing good food to others: investigating the subjects of alternative food practice. *Cultural Geographies* 15, 425–41.
4. Thering, S. 201. A Methodology for a Scholarship of Transdisciplinary Action Research in the Design Professions: Lessons from Indian Country. *Landscape Journal*, 01.01.11 , Project Muse

Read Thoroughly One Study of Community-Based Theory (Please choose from Natural Resource Management, Community Health, or International Participatory Research) and skim the other two prior to afternoon session:

5. Gruber, J. Key Principles of Community-Based Natural Resource Management: A Synthesis and Interpretation of Identified Effective Approaches for Managing the Commons Environmental Management (2010) 45:52–66

6. Israel, Barbara A., et al. 1998. "Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health," *Annual Review of Public Health* 19: 173-202.
7. Thiollent, Michel. Action Research and Participatory Research. *International Journal of Action Research*, 7(2), 2011: 160-174

Please choose a case for review in Selected CBPR cases and bring to morning session. For Selected CBPR Cases: See Blackboard Site for CBPR Cases in Urban Studies, Natural Resource Management/Conservation Biology, Engineering, Environmental Research, Environmental Health, Native American/Indigenous Studies, Gender and Environmental Research

Agenda

8:30 am (Breakfast optional)

9:00 am – 10:00 am

Student Reviews of Cases for Cultural Competence/Appropriateness in Research

10:00 am – 10:15 am

Break

10:15 am – 11:00 am

Overview of Community-based Theory (discussion of theory readings and slides)

11:00 am – 12:30 pm

Small Group/ Individual Review of CBPR cases (Selected cases with exercise questions)

12:30 pm – 1:15 pm

Lunch

1:15 pm – 3:30 pm

Carli Denise Flynn and ?????: Onondaga Engineering Case Review.

Preparation for Evening Review of Ethical Analysis of CBPR Cases

Writing Exercise for Credit or Certificate (due tomorrow or by end of Fall semester 2013)

Writing Assignment #2 – Students will be directed to the “Ethical Theories” Folder for powerpoints on the Blackboard site (hard copies are also available) . Please choose one of these ethical theories: deontology/distributive justice, ethics of care, communitarianism, virtue ethics and postmodern ethics. Students will choose a community-based or field study from the Workshop Reader, Blackboard site or their own database research, to analyze whether group protections are promoted by CBPR. Also, did the ethical theory you selected offer any insights into the ethical approaches of this study? Students will summarize results from their analysis in a two-page paper.

Friday, August 15

(Rm. 151, Link Hall)

Readings

Read prior to session: (Please read either # 1 or #2 and choose one among 4-6 in your area of interest)

1. 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.
2. St. Martin, Kevin, and Madeleine Hall-Arber. 2008. "Creating a Place for "Community" in New England Fisheries," *Human Ecology Review* 15(2):161-17
3. Minkler, Meredith. 2004. "Ethical Challenges for the 'Outside' Researcher in Community-Based Participatory Research," *Health Education & Behavior* 31(6): 684-697
4. Brooks, Jeremy, Kerry A. Waylenb, and Monique Borgerhoff Mulder. How national context, project design, and local community characteristics influence success in community-based conservation projects. *c,PNAS* | December 26, 2012 | vol. 109 | no. 5
5. Kimmerer, Robin W. 2000. "Native Knowledge for Native Ecosystems," *Journal of Forestry* 98(8): 4-9.
6. Gibbs, Meredith. 2001. "Toward a Strategy for Undertaking Cross-Cultural Collaborative Research," *Society and Natural Resources* 14: 673-687.

Agenda

8:30 am – Breakfast (Optional)

9:00 am – 10:00 am

Review of Ethical Theories of Justice and Student Discussion

10:00 am – 10:15 am

Break

10:15 am – 12:15 pm

What is Community?, Community Advisory Committees, Building Community Capacities and Community-based Partnerships
(Slides and Case Discussions)

12:15 am – 12:30 pm

Evaluation

12:30 pm – 1:00 pm

Lunch (catered)