

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SJGS 395	Number of Credits: 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Participatory Methodologies for Social Justice <b>Course Short Title:</b> Participatory Methodologies													
Faculty: Faculty of Social Sciences	Department/School: Social Justice and Global Stewardship												
<b>Calendar Description:</b> <p>Students gain knowledge of participatory methodologies and approaches for community-based research, inquiry, and social justice work. Students learn how to ethically partner with community groups to generate and disseminate knowledge, with the aim of contributing to positive social change.</p>													
Prerequisites (or NONE):	45 university-level credits.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>
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<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>													
<b>Department approval</b> <b>Faculty Council approval</b> <b>Undergraduate Education Committee (UEC) approval</b>													
<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Date of meeting:</b> September 8, 2025													
<b>Date of meeting:</b> October 10, 2025													
<b>Date of meeting:</b> December 19, 2025													

**Learning Outcomes** (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

Upon successful completion of this course, students will be able to:

1. Explain the origin and uses of participatory methodologies, including some Indigenous methodologies, for applied research and social justice work in communities.
2. Analyze how diverse participatory methodologies, methods and approaches can contribute to social justice actions in communities.
3. Articulate the ethical issues, benefits, and challenges of using different participatory methods with individuals and groups affected by intersecting inequalities, including Indigenous peoples.
4. Evaluate data and knowledge generated through the use of participatory methods.
5. Apply knowledge and skills to the design of a community-based applied research project using participatory methods.
6. Explain how community-researcher collaborations can generate knowledge and actions that lead to positive social change.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
	%	%	%

**Details:** Assignments include in-class discussions and online posts (15%), discussion paper (20%), presentation (15%), ethics application (10%), research design plan (25%), and blog article or creative product (15%).

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

There may be guest lecturers who provide students with findings and experiences from their own participatory research projects.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).*)

Type	Author or description	Title and publication/access details	Year
1. Book	D. Burns, J. Howard, S. Ospina (eds)	The SAGE Handbook of Participatory Research and Inquiry (2 volumes)	2021
2. Book	Schwarz, K. C., C. Mitchell, & R. Hutton (eds)	Collaborative Methods: Participatory Data Analysis in Feminist Research	2025
3. Book	Pauwels, L., & D. Mannay	The SAGE Handbook of Visual Research Methods	2020
4. Book	Breny, J., & S. McMorrow	Photovoice for Social Justice: visual representation in action (SAGE Publications, online book)	2024
5. Book	Leavy, P.	Method Meets Art: Arts-based Research Practice	2020

**Course Content and Topics****Introduction**

- Harnessing participatory community-based research for social justice
- Emergence of participatory research methods from social justice and global development work and communities around the world

**Participatory Methodologies and Methods**

- Participatory Action Research
- Indigenous methodologies from different contexts (e.g. storytelling)
- Feminist, decolonial, and emancipatory methodologies
- Digital, visual, and arts-based methods (e.g. photovoice, digital stories, cell-philming, radio, WhatsApp, drawing/art, theatre, community mapping, journalling, poetry)

**Ethics and Partnership**

- Equitable and ethical collaboration with individuals and groups affected by intersecting inequalities
- Centering the voices, experiences, and leadership of community "co-researchers"
- Collaborative and mutual learning between researchers and community partners
- Community-based research ethics

**Skills-based Modules**

- Planning and designing community-based participatory research, knowledge-creation, and learning projects
- Writing research proposals
- Analyzing qualitative and visual data
- Participatory data analysis
- Sharing and communicating participatory research and knowledge for positive action, advocacy, and policy impact