**Community Psychology**

PSYC 374-001, Fall 2024

MWF 1:40-2:30

Dumbach 122

Instructor: [Dr. Steve Davis](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/) (he/him)

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Office Hours: MWF 12:30-1:30, or by appointment (note that I generally work off-campus on TTh)

**From the Catalog:**

 Prevention of mental disorder and promotion of well-being, primarily through creating more mentally healthy environments, but also by enhancing individual resilience. Recognizing the toxicity of psychosocial stressors such as inequality, poverty, alienation, and discrimination, community psychologists also fight for social justice through empowerment of oppressed groups and policy advocacy.

**Prerequisite:** PSYC 101

 **Outcomes**: Undrstanding of the methods of community psychology, effects of societal, cultural, and environmental influences on psychological and community well-being

**Overview:**

            Welcome to Psychology 374!  Community psychology is a complementary approach to traditional clinical psychology, in that it focuses on mental health promotion through prevention (vs. treatment). Community psychologists are particularly interested in preventive interventions that focus on creating more **mentally health environments** (rather than solely focusing on individual-level resilience). Community psychologists might try to improve schools so that they better meet the developmental needs of students, to improve neighborhoods by building sense of community and citizen empowerment, and to improve social policy so that it better reflects the findings of psychological research. Community psychologists also recognize that discrimination, oppression, inequality, and poverty are often psychologically toxic, and work with oppressed groups for social justice solutions to address these issues. Note that this course fulfills the DEI pillar requirement for the psychology major.

**REQUIRED READING**

There is no required textbook for this course. Instead, I have assigned articles and other selected readings throughout the term. These will be available to you on Sakai, via email, or electronically through links in the syllabus (ctrl/click to follow links).

**SOME CAMPUS RESOURCES AVAILABLE TO YOU**

[**Student Academic Services**](http://www.luc.edu/sas)

 [**LUC PSYC Dept. Student Page**](https://www.luc.edu/psychology/undergraduate/)

[**Writing Center**](http://www.luc.edu/writing)(x88468)

[**Career Development**](http://www.luc.edu/career)(x87716)

[**Wellness Center**](http://www.luc.edu/wellness)(x82530)

 [**Academic Calendar**](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml)

 [**University Calendar (of events)**](http://lucweb.luc.edu/newsevents/public/calendar.cfm)

[**Student Success Resources**](https://www.luc.edu/ace/resources/studentsuccessresources/)(compiled by the LUC ACE program)

[**“Optimizing Learning in College: Tips from Cognitive Psychology”**](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})(Putnam, et al., 2016)

 **A BIT ABOUT MY TEACHING PHILOSOPHY**

 As I see it, my job is to provide you with **opportunities** to learn. What you choose to do with those opportunities is up to you. I believe in treating my students like adults, recognizing that their values and priorities might be very different than mine, and respecting their right to make their own choices. For example, while I **strongly** suggest that you attend all classes (and I have designed this course based on the assumption that you’ll do so), I do not keep track of student attendance. My assumption is that, if you are absent from class, that means that you have a conflicting priority for that day that is more pressing (to you) than coming to class. I am in no position to judge your priorities, and I certainly don’t want to put myself in that position. Therefore, unless your absence inconveniences me or your classmates (e.g., if you are going to be absent on the day of an exam), I do not need to know your reasons. **However, all choices have natural consequences, and class attendance is a strong predictor of class performance. Students who have multiple absences from class won’t learn as much or do as well on exams**. You’ll also have fewer opportunities to participate in class discussion (which is graded, see below) and activities. However, again, if these are not your priorities, it is certainly not my place to judge your decisions. Note that, if you are absent from a class, it is your responsibility to obtain notes from a classmate. You can read more about my teaching philosophy throughout this syllabus and [here](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/).

**HOW TO DO WELL IN THIS COURSE**

Despite respecting your freedom to make your own choices (see preceding paragraph), I really do want you to succeed in this class. I hope that you learn a lot and enhance your critical thinking skills, and that you earn a grade that reflects this. Here are some tips to help you accomplish these goals (Also see handout on “Tips for doing well in a Davis class” and [Putnam, et. al. (2016)](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})).

**Complete assigned readings before class.** Even if you don’t fully understand the readings on your own, you’ll get more out of our class time together if you’ve at least attempted to do the readings. If study/discussion questions have been assigned for a reading, read with an eye toward trying to answer those questions. You also can use the general questions provided in the “Class Participation” section of this syllabus to read more actively (vs. passively).

**Come to class.** Seriously, you can’t expect to learn the material if you aren’t there. We’ll be discussing some complex ideas in this course, which might be difficult for you to learn on your own. Even relying on a classmate’s notes isn’t as helpful as being there yourself. Exams in this course are based almost entirely on material discussed in class. You won’t do well on them if you don’t attend.

**Pay attention in class.** Try to minimize distractions. If you’ve gone to the effort of showing up, don’t waste that effort by texting/emailing/etc. during class.

**Use good note-taking strategies.** In your notes, you should try to create an organized outline of the lecture. Use class outlines provided as a starting point for this. The very task of imposing an organization on class material forces you to actively engage with the material, leading to deep learning. Do NOT try to transcribe everything that I say in complete sentences in paragraph form! (One reason that handwritten notes are preferable is that students generally type faster than they write, so they are not as deliberate about what they put in their notes when typing). More tips on effective notetaking are available [here](https://libguides.luc.edu/workshops/note_taking).

**Try to engage actively in class.** While taking good notes is one way of staying engaged in class, I also would encourage you to speak up. Ask questions if something seems confusing. Offer your opinion about the ideas being presented. You’ll learn more and enjoy the class more.

**Study effectively for exams.** Focus on your notes, but don’t just passively read and reread your notes. Try to anticipate what questions might be on the exam (based on what we focused on in class) and quiz yourself (or each other) on those questions. Allocate enough time to study before an exam.

**Don’t procrastinate.** Use effective [time management](https://www.luc.edu/media/lucedu/ace/pdfs/TimeManageTips.pdf) to spread your workload out over the semester. There is too much course material for you to try to learn it all the night before an exam. Similarly, the group project assignments require planning and preparation.

**EVALUATION**

 Your final grade will be based upon several different measures of performance in this course. These measures include exams, a group community project, and class participation. The relative weights, and a description of each requirement are listed below.

**Class Participation (50 points)**

 This course is an upper-level course and will be run in a **discussion** format. Your active participation is essential for the course to succeed. I therefore expect you to prepare for class discussions by completing all readings and assignments *on time* and spending some time *before class* contemplating those readings. Because we will spend class time primarily in discussion and group activities, your classmates’ learning as well as your own depends upon your commitment to preparing for class. There is quite a bit of reading for this course, so try to keep up (Note that students should spend about 6 hours/ week outside of class working on a 3-credit hour course). I will be keeping track of student contributions to class discussions. Your participation grade is largely based on the number of on-topic contributions that you make to class discussion, rather than on any kind of evaluation of the “quality" of your contributions, so please feel free to speak up! (Note however that, just as I expect you to challenge my ideas and those of your classmates, you should be prepared for us to challenge your ideas as well. This is how learning happens). Pop quizzes may be used from time to time to ensure that students are coming to class prepared.

 You can prepare for discussion by asking yourself the following questions as you read:

* What is the main message the author is trying to communicate?
* What arguments does the author make to support that message? Are those arguments logically sound?
* How good is the quality of the evidence used by the author? Does the author provide enough detail to be able to evaluate that quality?
* What was my emotional reaction to this reading, if any? Why do I think that I reacted this way?
* What examples can I think of that either support or contradict the point(s) that the author is making? Are my examples good evidence?
* What are the implications of the author’s ideas for interventions, policy, attitude change, social justice, etc.?
* What from this reading can I apply to myself or to people around me?
* How does this reading reinforce or contradict ideas that I have learned about in other classes?

**Exams (400 points)**

 There will be four exams scheduled during the term. These exams will cover materials presented in class as well as material assigned in readings. Each of these exams will consist of multiple choice, short answer, and essay questions, and each will count 100 points toward your final grade. DO NOT MISS A SCHEDULED EXAM!! Only in an extreme case (which you will be asked to document) will alternative arrangements be made for a make-up exam, and I must be aware of your absence **PRIOR** to the exam. Unfortunately, failure to adhere to this policy will result in no credit, and no possibility of a make-up. Note that exams are not cumulative.

**Community Project – Policy Recommendation (150 points)**

            Community psychology, perhaps even more than other disciplines within psychology, is dedicated to the idea of ecological validity (i.e., getting out into the community and seeing how things "really" are).  The group project is designed to allow you to apply to real - life settings the concepts you will learn about and discuss in class.  During the first week, you will be divided into several project groups, each of which will investigate a **relevant social problem affecting people at this college or in the local community**.  Over the course of the term, assignments will help you to focus your project, culminating in your group developing and presenting a policy recommendation for a policymaker. Readings specific to your topic may also be assigned, as appropriate.  It is expected that you will do most of your group work outside of class and communicate with one another regularly through Sakai. All group papers should be well-written and should include APA-style citations and references.

 **Assignment 1. Investigating and Defining the Problem.** **(80 points)** Use the PsycInfo database (and other relevant databases, if appropriate), as well as conversations with various local stakeholders (those affected by the problem, those in charge of addressing the problem, etc.), and any relevant archival material to develop a well written paper (about 12 pages), addressing specific questions to be provided to you.

**Assignment 2. Policy Recommendation. (50 points)** Your group should create a well-written/organized policy brief (about 3 pages) addressed to a specific policymaker. You also should arrange a meeting with that policymaker to discuss the brief (after that meeting, you should email a thank you to that policymaker, and cc your instructor). In the brief, you should include the most relevant information from the first assignment, including a brief summary of the existing problem and attempted solutions, a description of how those solutions compare with the empirical literature, an analysis of how those solutions fit with social justice/community psychology values (and why the policymaker should care about those values), and a clear recommendation for addressing the problem better (in a way that is likely to work and that fit with community psychology/social justice values).

 **Assignment 3. Analysis of Project Process. (20 points)** This paper (about 5-6 pages) should focus on applying community psychology concepts to your group’s experience of trying to influence policy. Also describe what successes and challenges your group faced, how those successes and challenges might be predicted by community psychology concepts, and what you would do differently if you were starting over?

**Note that I expect all members of each group to contribute equally to the group project!** Members of each group will be surveyed at the end of the term in order to ensure that each group member's contributions to the project are reflected in each person's grade. More details of these assignments to be discussed in class. Do not procrastinate on these assignments, they would be difficult to complete at the last minute.

**Extra Credit**

 If you choose, you may earn up to six extra credit points by ANALYZING (not just summarizing) examples of course-related research or theory from the popular press (newspapers or magazines, not journals). There are at least two ways you can earn extra credit points, by analyzing cartoons and/or by analyzing articles describing community-related research. I welcome other creative ideas you may have for analyzing course concepts in the media, but I strongly suggest you clear such ideas with me ahead of time. All extra credit is due by the last day of class (not the final) and should be emailed to the instructor.

 **Cartoons** (up to 3 points each). Find a cartoon from a newspaper or magazine that was published during the current term, and that illustrates a concept discussed in class. Type up a brief summary (3-5 sentences) of how the **main point** of the cartoon illustrates the concept and submit the summary with the cartoon.

 **Articles** (up to 3 points each). Find an article from a newspaper or magazine (not a professional journal) that was published during the current semester, and that **discusses research** pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include the article's main point **and a critical evaluation of the research** presented (e.g., does the research, as reported, support the conclusions)? Does the article mistake correlation for causation? Idiographic conclusions from nomothetic research? Adequacy and representativeness of the sample? Biased experimenters? What other information would you need to evaluate the research properly?) Submit both the article and your discussion.

**General Policies**

 **Late assignments**. All assignments are due at the beginning of class time. Any papers submitted more than 5 minutes after class has started will be considered late. Assignments will be penalized 10% for each calendar day late.

 **Professional Communication.** Students are expected to maintain professional standards in all oral and written communication. In class, students are expected to show respect for the perspectives of others, to stay on task, and to present differing points of view politely. Please make an effort to address classmates at all times by using their chosen modes of address (including preferred names and gender pronouns). No emailing, texting, social media use, etc. is permitted during class (cell phones should be turned off before class). Similarly, while not forbidden, I would discourage you from using laptops to take notes, as [research suggests](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96698291&site=ehost-live) that longhand notes are more helpful, and that non-academic laptop use is both tempting and negatively related to performance ([Ravizza, 2017](http://journals.sagepub.com/doi/abs/10.1177/0956797616677314)). Written assignments are expected to be typed, double-spaced and stapled, grammatically correct, well-organized, and proofread for typos and clarity. Clearly unprofessional papers will be returned ungraded.

**Academic Honesty.** The highest standard of academic honesty is expected from all students. Any form of academic dishonesty, such as plagiarism or cheating, will not be tolerated, and may be grounds for an automatic grade of 0 on exams or assignments, and may result in a failing grade for the course. *Students are responsible for knowing Loyola University’s* [*Code of Academic Integrity*](https://catalog.luc.edu/academic-standards-regulations/undergraduate/)*!* Please refer to the Code of Academic Integrity or ask the instructor if you have questions about what constitutes academic dishonesty. Ignorance of the definition of “plagiarism” is not an excuse.

### **Requests for Accommodation.** Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. For more information about registering with SAC or questions about accommodations, please contact [SAC](https://www.luc.edu/sac/) at 773-508-3700 or SAC@luc.edu.

 **LUC Course Drop Policy.** Please see the [academic calendar](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml) for a list of relevant dates. Note that the last date to withdraw with a grade of W is November 1.

**COVID Policy.** The University has decided that mask use in the classroom is optional this semester. I would encourage you to consider the risks and advantages of going maskless in class in order to make a good decision for yourself. For my part, I won’t be wearing a mask during class since (a) I believe that when I’m speaking (which happens a lot in class!) students find me much easier to understand without a mask (an important advantage) and (b) I’m at the front of the room, where I’m pretty well distanced from students (a mitigated risk). However, these same risks and advantages of going maskless probably don’t apply to your situation in the classroom, since you’ll be closer to your fellow students and (probably) won’t be speaking as much as me. Therefore, I would strongly encourage you to consider wearing a mask during class, as well as keeping some physical distance from your fellow students whenever possible.

**Psychology Department Diversity Statement.** The Department of Psychology at Loyola University Chicago believes that our department is best served when students, faculty, and staff reflect and celebrate the diversity of society at large. An integrated academic community is characterized by a broad range of perspectives. As such, our Department is committed to advocating for and supporting the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socioeconomic backgrounds, physical and mental abilities, and residency statuses. In the context of this course, students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social and racial justice.

**Honoring Student Religious Observances.** Loyola faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student’s academic work. See the University statement on this topic [here](https://www.luc.edu/academicaffairs/homenews/honoringstudentreligiousobservances.shtml).

**Notice of My Reporting Obligations as a “Responsible Campus Partner.”** As a Loyola instructor, I am a Responsible Campus Partner (“RCP”) under Loyola’s [**Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation**](https://www.luc.edu/comprehensivepolicy/) (available at [**www.luc.edu/equity**](http://www.luc.edu/equity)). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (including sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the [**Office for Equity & Compliance**](http://www.luc.edu/equity) ("OEC"). As the University’s [**Title IX**](http://www.luc.edu/titleix) office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected. As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect ([**https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/**](https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/)). The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Additionally, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at **equity@luc.edu** or 773-508-7766. If you ever wish to speak with a **confidential** resource regarding gender-based violence, I encourage you to call [**The Line**](https://www.luc.edu/wellness/gender-basedviolence/advocacyline/) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- *without* generating a report or record with the OEC. More information about The Line can be found at [**luc.edu/wellness**](https://www.luc.edu/wellness/).

**Summary**

 The relative weight given to each course requirement is listed below.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** |  Final course grades will be assigned as follows: |
| Four Exams @ 100 points each | 400 |  **A** | = 92.0 – 100%  | or 552-600 points  |
| Community Project | 150 |  **A-** | = 90.0 – 91.9% | or 540-551 points |
|  A1 |  80 |  **B+** | = 88.0 – 89.9% | or 528-539 points |
|  A2 |  50 |  **B** | = 82.0 – 87.9% | or 492-527 points |
|  A3 |  20 |  **B-** | = 80.0 – 81.9% | or 480-491 points |
|  |   |  **C+** | = 78.0 – 79.9% | or 468-479 points |
| Class Participation |  50 |  **C** | = 72.0 – 77.9% | or 432-467 points |
| **TOTAL** | **600** |  **C-** | = 70.0 – 71.9% | or 420-431 points |
|  |  |  **D+** | = 68.0 – 69.9% | or 408-419 points |
|  |  |  **D** | = 60.0 – 67.9% | or 360-407 points |
|  |  |  **F** | = < 60% | or at or below 359 points |

## Tentative Daily Course Schedule

## (Note that I am likely to adjust this schedule several times during the semester,

## based on how long we spend discussing various readings. This is a feature of the course, not a bug.

## Readings without links are generally available in the Resources tab of the course Sakai page.)

## Week 1 (beginning August 26) – Course Introduction, Paradox

## M Introduction

## (recommended – read syllabus, [Putnam](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)}), my [teaching philosophy](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/), “How to do well in a Davis class.”)

## W Davis, S. *Community Psychology: An Introduction*. (in Sakai resources tab)

## [CTB 31-10 (Conducting Research to Influence Policy)](https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-research/influence-policy/main)

F Community Tool Box, Ch. 3, Section 12. [Conducting Interviews](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main).

Rappaport, J. (1981).  In praise of paradox: A social policy of empowerment over prevention*.  American*

 *Journal of Community Psychology, 9,* 1-26. (read pp. 1-10)

## Week 2 (beginning September 2) – The Power of Problem Definition

M **Labor Day (no class)**

W Dohrenwend, B.S. (1978).  Social stress and community psychology*.  American Journal of Community*

 *Psychology, 6,* 1-14.

*Opportunity -* [*Job, Internship, and Service Fair*](https://lucweb.luc.edu/newsevents/public/calendar_detail_jmd.cfm?eventid=125024&siteid=0&month=9&year=2024&day=4&range=d&audience=0&view=mw&skin=default) *(Damen MPR, 1-4)*

## F Caplan, N. & Nelson, S.D. (1973). [On being useful: The nature and consequences of psychological research](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=psyh&AN=1973-31083-001&scope=site&custid=s8448101)  on social problems. *American Psychologist, 28*(3),199-211.

Ryan, W. (1976). *Blaming the Victim* (excerpts).  New York: Vintage.

## Week 3 (beginning September 9) – Problem Definition

M Ch. 2 (read pp. 25-35) of Nelson, G. and Prilleltentsky, I. (2010). *Community Psychology: In Pursuit of*

*Liberation and Well-Being* (2nd Edition).

W Lakoff, G. (2003). [Framing the Dems](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10887949&site=ehost-live). *American Prospect, 14*(8), 32-35.

Kim, S. (2015). [Who Is Responsible for a Social Problem? News Framing and Attribution of Responsibility](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=109063239&site=ehost-live). *Journalism & Mass Communication Quarterly, 92*(3), 554-558. (skim)

Hook, C.J. & Rose Markus, H. (2020). [Health in the United States: Are Appeals to Choice and Personal](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=143357894&site=ehost-live&custid=s8448101)  Responsibility Making Americans Sick? *Perspectives on Psychological Science, 15*(3), 643-664. (excerpts)

F No new reading

## Week 4 (beginning Sepember 16) – Ecological Perspectives, Values in Community Psychology

M **Exam 1**

W Pargament, K.I. (1986). Refining fit: conceptual and methodological challenges. *American Journal of*

 *Community Psychology, 14*(6), 677-684.

Nelson, G. and Prilleltensky, I. (2010*). Community Psychology: In Pursuit of Liberation and Well-Being* (2nd edition). (Ch. 4, pp. 76-79).

## F Hamilton, A. (2014). [Social justice with a smile](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94899473&site=ehost-live). Eureka Street, 24 Issue 3, p35-36.

Singer, P. (2009). [America’s Shame](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=37137370&site=ehost-live). *Chronicle of Higher Education, 55*(27), B6-B10.

## Week 5 (beginning September 23) – Values, Community Research Methods

M Jost, J.T.; Hunyady, O. (2005). [Antecedents and consequences of system-justifying ideologies](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=18642266&site=ehost-live). *Current*

*Directions in Psychological Science*, *14*(5), 260-265.

## McIntosh, P. (1990). [White privilege: Unpacking the invisible knapsack](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9604164115&site=ehost-live). Independent School, 49(2), 31.

W Stack, C.B. (1974).  *All our kin: Strategies for survival in a black community.* (read: pp. 27-46).  New York: Harper & Row. (Basic Books, 1997)

## F Smith, L. & Romero, L. (2010). [Psychological Intervention in the Context of Poverty: Participatory Action](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=50353262&site=ehost-live&custid=s8448101)  Research as Practice. *American Journal of Orthopsychiatry, 80*(1), 12-25. (excerpts)

## Week 6 (beginning September 30) - Research, Preventive Interventions – Individual Strategies

## M Program Evaluation Outline

## W Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L.,Seybolt, D., Morrisey-Kane, E. & Davino, K. (2003). [What Works in Prevention](http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000487-200306000-00004&D=ovft&PDF=y). *American Psychologist, 58*(6/7), p449. 8p.

F Rhule, D.M. (2005). [Take Care to Do No Harm: Harmful Interventions for Youth Problem Behavior.](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19728289&site=ehost-live)  *Professional Psychology: Research and Practice, 36*(6), 618. (skim)

**Week 7 (beginning October 7) - Prevention and Mental Health Promotion**

## M **Mid-semester Break (no class)**

W Albee, G.W. (2005). [Call to Revolution in the Prevention of Emotional Disorders](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17673043&site=ehost-live). *Ethical Human Psychology & Psychiatry, 7*(1), 37-44.

## F Kalra, G.; Christodoulou, G.; Jenkins, R.; Tsipas, V.; Christodoulou, N.; Lecic-Tosevski, D.; Mezzich, J. &

## Bhugra, D. (2012). [Mental health promotion: Guidance and strategies](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=71485999&site=ehost-live). *European Psychiatry, 27*(2), 81-86. (excerpts)

## Frieden, T.R. (2010). [A framework for public health action: The Health Impact Pyramid](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=48905724&scope=site)}). *American Journal of*  *Public Health, 100*(4), 590-595.

## Lawton, G. (2013). [Nudge in the right direction](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88359946&site=ehost-live). *New Scientist, 218*(2922), 32-36.

**Week 8 (beginning October 14) - Social Factors and Strategies**

M **Exam 2**

## W Arkowitz, H. & Lilienfeld, S.O. (2009). [Environment and Weight](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=43976353&site=ehost-live). Scientific American Mind, 20(5), 68-69.

Galea, S. (2017). [Shaping the Urban Brain](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=121080934&site=ehost-live). *Scientific American Mind, 28*(2), 20-21.

F Oishi, S. (2014). Socioecological psychology. *Annual Review of Psychology*.

**Week 9 (beginning October 21) - Well-being, Poverty as a Risk Factor**

M Oishi, S.; Diener, E.; Lucas, R.E. (2015). [National Accounts of Subjective Well-Being](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=103091066&site=ehost-live). *American*

*Psychologist, 70*(3), 234-242.

Martela, F. (2018). [Finland Is the Happiest Country in the World, and Finns Aren’t Happy about It](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130152670&site=ehost-live). *Scientific*  *American Mind, 29*(4), 44-46.

## **Group Assignment 1 due**

W Madrick, J. (2020) [A Solution to Child Poverty.](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=141354265&site=ehost-live&custid=s8448101)  *TIME Magazine, 195*(3/4), 23-24.

## Yoshikawa, H., Aber, J.L., & Beardsly, W.R. (2012). [The effects of poverty on the mental emotional and](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=75505182&site=ehost-live)

## behavioral health of children and youth*. American Psychologist, 67*(4), 272-284. (excerpts)

## Davis, R.P. & Williams, W.R. (2020). [Bringing Psychologists to the Fight Against Deep](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=144613056&site=ehost-live&custid=s8448101)

## Poverty. *American Psychologist, 75*(5), 655-667. (excerpts)

F Monaghan, P. (2014). [Impoverished Thinking](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95997931&site=ehost-live). *Chronicle of Higher Education, 60*(35), pB2-B2.

Shafir, E. (2017). [Decisions in poverty contexts](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=psyh&AN=2017-54932-027&scope=site&custid=s8448101). *Current Opinion in Psychology, 18*, 131-136.

Eichelberger, E. (2014). [10 Poverty Myths, Busted](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94415168&site=ehost-live). *Mother Jones, 39*(2), 45.

## Peck, D. & Douthat, R. (2003). [DOES MONEY BUY HAPPINESS?](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=8879550&site=ehost-live) Atlantic, 291 Issue 1, p42-43

Play [Spent](http://playspent.org)

**Week 10 (beginning October 28) - Inequality as a Risk Factor, Empowerment**

M Marmot, M. (2016). [The disease of poverty](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=112935893&site=ehost-live). *Scientific American, 314*(3), 23-24.

Wilkinson, R.; Pickett, K. (2011). [Divided we fail](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=61027599&site=ehost-live). *New Scientist, 210*(2808), 50-51.

Buttrick, N.R.; Heintzelman, S.J.; Oishi, S. (2017). [Inequality and well-being](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=psyh&AN=2017-54932-007&scope=site&custid=s8448101). *Current Opinion in*

*Psychology, 18*, 15-20.

Wilkinson, R.G.; Pickett, K.E. (2009). [Income inequality and social dysfunction](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44150441&site=ehost-live). *Annual Review of Sociology,*  *35*, 493-511. (skim)

W Szalavitz, M. (2018). [Income inequality and homicide](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=132271072&site=ehost-live&custid=s8448101). *Scientific American, 319*(5), 9.

Stiglitz, J.E. (2018). [A rigged economy](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=132271090&site=ehost-live&custid=s8448101). *Scientific American, 319*(5), 48-53.

Galvan, M.J. & Payne, B.K. (2024). [The Inequality Cycle](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=177332108&scope=site)}): How Psychology Helps Keep Economic Inequality in Place. *Current Directions in Psychological Science, 33*(3), .

F Rappaport, J. (1981).  In praise of paradox: A social policy of empowerment over prevention*.  American*

*Journal of Community Psychology, 9,* 1-26.

**Week 11 (beginning November 4) - Empowerment, Sense of Community**

M Riger, S. (1993). What's wrong with empowerment? *American Journal of Community Psychology, 21*, 279-

292.

## W McMillan, D.W & Chavis, D.M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14(1), 6-23. (excerpts)

## Gabriel, S. & Schneider, V. (2024). [The Need for Social Embeddedness](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=178871918&scope=site)}): Human Belonging Goes Beyond Dyadic Bonds. *Current Directions in Psychological Science, 33*(4), .

## Junger. *Tribe* excerpts

## F No new reading.

**Week 12 (beginning November 11) - Social Capital, Diversity**

## M **Exam 3**

## W Putnam, R.D. (2005). [The Civic Enigma](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17483375&site=ehost-live). American Prospect. 16 Issue 6, 33.

## Ferlander, S. (2007[). The Importance of Different Forms of Social Capital for Health](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=28628341&site=ehost-live). *Acta Sociologica* 50(2),

## 115-128.

## APS (2014). [Public Trust has Dwindled with Rise in Income Inequality](https://www.psychologicalscience.org/news/releases/public-trust-has-dwindled-with-rise-in-income-inequality.html).

## Massey, D.S. (2012). [Location matters](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=74730939&site=ehost-live&custid=s8448101). *Science, 336*(6077), 35-36.

F Townley, G. (2017). [Interdependent diversities: Reflections on the community‐diversity dialectic](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=psyh&AN=2017-11855-001&scope=site&custid=s8448101). *American Journal of Community Psychology, 59*(3-4), 265-268.

Galinsky, A.D.; Todd, A.R.; Homan, A.C.; Phillips, K.W.; Apfelbaum, E.P.; Sasaki, S.J.; Richeson, J.A.; Olayon, J.B.; Maddux, W.W. (2015). [Maximizing the Gains and Minimizing the Pains of Diversity](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=111062149&site=ehost-live). *Perspectives on Psychological Science, 10*(6), 742-748.

## **Group Assignment 2 due**

**Week 13 (beginning November 18) - System Change, Community Organizing**

M Weick, K.E. (1984).  [Small wins: Redefining the scale of social problems](http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=ovft&AN=00000487-198401000-00006&PDF=y).  *American Psychologist, 39,* 40-49.

Hubbard, R. (2009). [Tinkering Change vs. System Change](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=40736017&site=ehost-live). *Phi Delta Kappan, 90*(10), 745-747.

W Alinsky, S.  (1989). *Rules for Radicals: A Practical Primer for Realistic Radicals* (excerpts). New York:

Vintage Books / Random House. (excerpts)

## F Bobo, K.A. (2010). Organizing for Social Change: Midwest Academy Manual for Activists, 4th ed. (Excerpts)

## Kahn, S. (2010). [Top 20 Principles for Community Organizing](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52163130&site=ehost-live). Social Policy, 40 Issue 2, p23-24.

**Week 14 (beginning November 25) - Community Organizing**

M No new reading

W-F **Thanksgiving (no class)**

**Week 15 (beginning December 2) - Community Organizing, Policy**

M Whyte, C. (2019). [Do protests work?](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=137099541&site=ehost-live&custid=s8448101) *New Scientist, 242*(3235), 20-21.

## Selvanathan, H.P.; Jetten, J. (2020). [From marches to movements: Building and sustaining a social movement](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=psyh&AN=2020-68007-019&scope=site&custid=s8448101)  following collective action. *Current Opinion in Psychology, 35*, 81-85.

## W Nelson, G. (2013). [Community Psychology and Transformative Policy Change in the Neo-liberal Era](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=91810053&site=ehost-live).

## American Journal of Community Psychology, 52(3/4), 211-223.

## **Assignment 3 due**

## F Group Project Discussion (read recommendations of all groups)

## **Final Exam - Thursday December 12, 1-3**

**Writing Rules**

 I have noticed that several common writing mistakes appear repeatedly in students’ papers. In order to help you avoid these mistakes, I have listed them for you below. Please remember that in all papers you submit, clarity and organization count!

\* Words to use correctly:

 affect is a verb (except when used as a noun meaning “emotion”)

 effect is a noun (except when used as a verb meaning

 “to cause or accomplish” as in “to effect change”)

 their possessive form of they, used to describe something they have

 they’re contraction of “they are”

 there any other use of the word. There is, over there, etc.

 too also, or in excessive quantity (too much)

 two 2

 to any other use of the word.

 it’s it is

 its any other use of the word, including the possessive form

 empathic not “empathetic”

 should/would/could HAVE not should/would/could OF

\* Use complete sentences. This means that all sentences ending in a period should have a subject and a predicate and should express a complete idea.

\* Writing should be formal (i.e., don’t use slang expressions), but don’t try to make it overly formal by using “big words” when ordinary words will do.

\* Don’t make broad generalizations that you can’t back up with a source or reason, unless they are truly common knowledge, or unless you make clear in some way that you are just stating your opinion. (Students sometimes begin papers with statements like, “Since the earliest days of mankind, people have wondered how the mind works.” Unless you are prepared to show me cave paintings illustrating this claim, don’t write it.)

\* Use commas correctly. Commas belong at the points where you would pause if you were reading a sentence aloud.

\* Paragraphs should be at least two sentences long.

\* Proofread your paper even after using spell checking programs, to make sure that words like “from” don’t come up as “form,” etc.

\* I also strongly suggest you have a friend or classmate proofread your paper to make sure that it makes sense to other people and to catch grammatical and organizational mistakes. Also, you should not assume any prior specific knowledge on the part of your audience; having someone else read your paper will help you catch this.

\* Remember to type, double-space, and staple, unless specifically directed not to.

**More Writing Rules**

**Word Usage**

• The word "data" is plural

• Use "amount" when writing about something that isn't countable; use "number" when writing about something that is.

* "I drank a large amount of juice" vs. "I drank a large number of glasses of juice"

• Similarly, use "less than" when comparing quantities that aren't countable; use "fewer than" when comparing quantities that are.

• Instead of "to research" use "to study." "Research" is awkward as a verb.

• Use "depends on whether," not "depends on if" or "depends on whether or not."

• “based on” not “based off (of)”

**Punctuation**

• Commas are used to separate different clauses in a sentence.

• Punctuation goes inside quotation marks.

• If a sentence ends with a statement in parentheses (such as an in-text citation), the period goes after the closing parenthesis.

**General Suggestions**

• Organize a literature review by ideas, not by articles. In other words, don't write everything you can about one article and then follow by writing everything you can about another article, and so on.

• Keep your subject consistently singular or plural throughout a sentence, and match it to the verb

• Don't start a sentence with a numeral.

• Don’t use sentence fragments. Each word group that you punctuate as a sentence should contain a grammatically complete and independent thought that can stand on its own.

• Don’t use “faulty parallelism.” You should use grammatically equal sentence elements when presenting matching ideas in a series.

* Not “In general, people are more opposed to seeing a psychologist than a psychiatrist,” but instead “In general, people are more opposed to seeing a psychologist than they are to seeing a psychiatrist.”
* Not “Being a good friend involves good listening skills, to be considerate, and that you know how to have fun,” but “Being a good friend involves knowing how to listen, being considerate, and having fun.”

**Quoting and Citations**

• Any factual statements that you make that aren't (very) common knowledge need to cite a reference

• Avoid quoting unless the author says something so brilliantly that you can't imagine using any other words.

• Always include a page number for any quotes.

• A quote should not "stand by itself" but should be put into context by your written introduction to a quote.

• In text citations should always include author name(s) and year published

• Generally, you shouldn't include the titles of articles that you cite in your text.

**Reporting Statistics**

• When presenting statistics in text, embed them in sentences that explain their meaning

* "Variable A and Variable B were found to be insignificantly related to one another (*r*(101)=.13, *p*=.15)."

• In general, two decimal places is appropriate for reporting statistics. Do not report either correlation coefficients or p values with fewer than 2 or more than 3 decimal places.