

C O U R S E S Y L L A B U S
PSYCHOLOGY 231 - COMMUNITY PSYCHOLOGY - SPRING, 2005
Tues. & Thurs., 9:30 a.m. - 10:45 a.m., C3 Lecture Center

INSTRUCTOR: Dr. Olga Reyes, 413-2627, Rm. 1050D (BSB)

OFFICE HOURS: Tuesday, 11:00 a.m. - 1:00 p.m. or by appointment.

COURSE DESCRIPTION: This course is designed as an introduction to the topic of Community Psychology, the aim being to enhance your understanding of the alternative and unique perspective of Community Psychology in considering social problems.

TA: Shanika Blanton (Office/Hours: TBA); e-mail: sblant1@uic.edu
Susan Long (Office/Hours: TBA); e-mail: slong2@uic.edu
Aarati K. (Office/Hours: TBA); e-mail: aarati@uic.edu

TEXT/READINGS:

1. Dalton, J.H., Elias, M.J., & Wandersman, A. (2001). Community Psychology: Linking Individuals and Communities. Wadsworth Press. Press.
2. Readings (see page 4 of syllabus) will be made available on blackboard

GRADING/EXAMS/ASSIGNMENTS: There will be four exams (weeks 4, 7, 12, & 15), however, students will be able to drop the lowest of their first three test scores (all students must take the 4th exam). Thus, three exams and three assignments will contribute toward the final grade.

1. EXAMS will:
 - a. Be generally non-cumulative;
 - b. Consist of some combination of multiple choice, true/false, short answer questions, essay;
 - c. Draw from assigned readings **and** lecture material; and,
 - d. **NOT** be available for make-up. Instead, a missed exam will count as the students= dropped grade. Absolutely **NO exceptions**.
2. The assignments:
 - a. Must be typed (no exceptions!)
 - b. Must adhere to the page limits indicated in the assignment descriptions.
 - c. Will be subject to a 5-point deduction for each half-day late and 10 points for each day late.
 - d. In the case of ASSIGNMENT 3 only, a **5-PT BONUS** will be awarded if it is turned in **NO LATER** than April 7, 2005, week 12, during the class period
3. EXTRA CREDIT opportunities will be made available during the semester, though when and how many of these has not been determined. Extra credit events will usually consist of a lecture or a workshop, though they might also include a short essay on a relevant topic. If students cannot attend an event, they may be allowed to write a short paper (criteria are defined for each extra credit case) for which they will receive some portion of credit. Students are encouraged to take advantage of extra credit as these points may make the difference of a letter grade.
4. CLASS PARTICIPATION: Although there is no formal grade for participation, students are strongly encouraged to participate. This allows me to get to know you better, including how well you understand the material and how invested you are in doing well in class, and is very likely to work in your favor if you are a couple of points short of the next highest grade at end of term.

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment(s)</u>
PART I: THEORETICAL AND HISTORICAL CONTEXT		
Week 1		
1/11	Social and Historical Context	Chapter 2: pp 34-56
1/13	Community Psychology: What Is It?	Chapter 1: pp 4-6, 14-22
Week 2		
1/18, 1/20	Community Psychology Theory:	Ch 5: Skip Kelly, Seidman Social Regularities, & Environ'l Psychology, STEP & Seaside
Week 3		
1/25, 1/27	Community Psychology Theory:	Ch 5: Skip Kelly, Seidman Social Regularities, & Environ'l Psychology, STEP & Seaside
ASSIGNMENT 1 DUE 1-27-05		
PART II: APPROACHES TO COMMUNITY RESEARCH		
Week 4		
2/1	EXAM I	
2/3	The Aims of Community Research	Chapter 3 (Skip pp 63-68 Refer to lecture)
Week 5		
2/8	The Aims of Community Research EXAM I is returned.	Chapter 3 (Skip pp 63-68 Refer to lecture)
2/10	The Aims of Community Research Community Research Methods	Chapter 3 (Skip pp 63-68 Refer to lecture) Chapter 4
Week 6		
2/15, 2/17	Community Research Methods ASSIGNMENT 2 DUE 2-17-05	Chapter 4
PART III: BASIC COMMUNITY CONCEPTS		
Week 7		
2/22	EXAM II	
2/24	Concepts of Prevention	Chapter 9 (p. 266-278)
Week 8		
3/1, 3/3	Concepts of Prevention EXAM II is returned 3/1.	Chapter 9 (p. 266-278)

Week 9		
3/8, 3/10	Prevention and Promotion: Implementing Programs	Chapter 11
Week 10		
3/15	Labeling Theory	<i>Ch. 6 of Levine, Perkins, & Perkins (2005)</i>
3/17	“On Being Sane in Insane Places”	<i>Rosenhan (1975)</i>
March 21-25th, 2005 SPRING BREAK		
Week 11		
3/29, 3/31	Diversity	Chapter 6
Week 12		
4/5	EXAM III	
4/7	Coping and Social Support	Chapter 8
PART IV: PERSPECTIVES ON SOCIAL AND COMMUNITY CHANGE		
Week 13		
4/12, 4/14	Coping and Social Support EXAM III is returned. ASSIGNMENT 3 DUE 4/14	Chapter 8
Week 14		
4/19, 4/21	Community & Social Change (cont'd) Alternative Settings	Chapter 13, <i>Alinsky (1971)</i> <i>Heller et al., Chapter 9</i>
Week 15		
4/26	Alternative Settings Case Example of an Alternative Setting Future Directions	<i>Heller et al., Chapter 9</i> <i>Padilla (1992): Chapters 3 & 4</i>
4/28	EXAM IV EXAM IV grades posted Friday, May 6th, 2004.	

Reading List

Week 10

Levine, M. & Perkins, D.D., & Perkins, D.V. (2005). Labeling theory: An alternative to the illness model. Principles of community psychology: Perspectives and applications. Third Edition. New York: Oxford University Press.

Rosenhan, D.L. (1975). On being sane in insane places. In D. Rosenhan & P. London (Eds.), Theory and research in abnormal psychology. New York: Holt, Rinehart, and Winston.

Week 14-15

Alinsky, Saul D. (1971). Tactics (pp. 126-164). Rules for Radicals. New York: Random.

Heller, K., Price, R.H., Reinharz, S., Riger, S. & Wandersman, A. (1984). Alternative settings and social change. Psychology and Community Change: Challenges of the Future. Homewood, Illinois: Dorsey Press.

Padilla, F. (1992). Chapters 3 & 4. The Gang as an American Enterprise. New Jersey: Rutgers University Press.

ASSIGNMENTS

Each assignment provides you an opportunity to apply the concepts discussed in reading and/or in class to a population or group in which you have some interest. It is a way to determine your understanding of Community Psychology principles, as well as a way to make this course relevant to the real world and your personal interests. The assignments will be evaluated on how well you understand the concepts and how well you are able to apply them. The assignments are all inter-related so it would be a good idea to read over ALL the assignments before launching into the first one. It is important for you to keep in mind that what you decide to focus on in ASSIGNMENT 1 will need to continue to be your focus in the subsequent ASSIGNMENTS. In this sense, you must choose wisely in doing ASSIGNMENT 1 as that topic will be the one you commit to for all of your assignments.

ASSIGNMENT 1 (15 points). Due: 1-27-05

State a Problem and Its Negative Consequences (Approx. length of section: 2-2 ½ pages) (15 pts)

Identify a social problem (i.e., substance abuse, teen pregnancy, domestic violence) or population (i.e., the elderly, homeless, high-risk school children) and provide evidence that the problem exists by describing the extent of the problem (e.g., rate of the problem, who is affected, etc.). Also, describe the negative outcomes of having that problem. Do not just cite one or two negative consequences; remember that you are building a case for why anyone should even care about or pay attention to this particular problem you've identified.

ASSIGNMENT 2 (40 points) Due: 2-17-05

A. Causes of the Problem. (Approximate length of section: 1 ½ - 2 pages) (15 points)

Provide and describe community-psychology-oriented explanations for the problem you described in ASSIGNMENT 1. You must draw on psychological journals for this information.

B. Previous Interventions (Approximate length of section: 3 pages) (20 points)

Describe 2 community-psychology-oriented interventions that have been implemented to alleviate the problem you discussed. For this assignment, you will be building on ASSIGNMENT 1, specifically, by identifying interventions that look to address the causes of the problems you identify in 'A. Causes of the Problem'. Each intervention must have actually been done by researchers, implemented in a particular setting with a particular group (e.g., 8th graders at a public elementary school), and evaluated. The specific findings of these studies must be discussed (e.g., "these researchers collected pre- and post-data on subjects' self-esteem, academic self-concept, depression, and attitudes toward school and found that following the intervention, subjects showed significant improvements in...")

C. For this assignment, you will also be graded on how well-based your selected interventions are in community psychology (5 points)

ASSIGNMENT 3 (45 points) Due: 4-14-05

For this assignment, you will be required to submit your graded ASSIGNMENTS 1 & 2 along with ASSIGNMENT 3. In ASSIGNMENT 3, you spell out your own original intervention idea for the social problem you identified in ASSIGNMENT 1. You must be specific! In addition, your idea should connect back to all your previous assignments, including your identified negative consequences and causes of the problem. In other words, you would not want to mention that getting pregnant is one of the negative consequences associated with teen sexuality, but then design an intervention that does NOTHING to address pregnancy (such as birth control, abstinence).

For this assignment, you will be graded on:

- A. The content and quality of your program (20 points)
- B. How well your designed program is related to ASSIGNMENT 1 (5 points)
- C. How well your designed program is related to ASSIGNMENT 2 (5 points)
- D. How clear, specific, and detailed you are in describing your proposed intervention program (5 points)
- E. Overall style (5 points)
- F. How well-based your program description is in community psychology (5 points)