History and Theory in Ecological-Community Psychology
Psychology 871
Fall 2004

Instructor: Rebecca Campbell, Ph.D.

Purpose:

In this course, we will examine the conceptual and theoretical developments in community psychology since the 1965 Swampscott Conference (the “birthplace” of community psychology). Although some empirical research studies have been included in the course readings, the emphasis will be on conceptual writings of (primarily, though not exclusively) American community psychologists. The goal of this course is to understand and critique different theoretical perspectives in the field of community psychology.

Although there are a number of concepts and substantive foci in the field of community psychology, this course will examine the following topics:

1. History of Community Psychology
2. Central Themes, Goals, & Values
3. Defining Social Problems
4. Understanding Diversity
5. Ecological Theories
6. Stress, Coping, & Social Support
7. Prevention
8. Empowerment
9. Psychological Sense of Community
10. Citizen Participation & Social Change

Students are expected to be active participants in class discussion, and I want our class sessions to consist of discussion, debate, and exploration—not lecturing. For this format to be successful, it is critical that students read and think about the weekly readings before coming to class.

In addition to this substantive focus on the history and theories of community psychology, this course will also include skill development instruction in writing literature reviews (these topics are listed in italics on the class schedule).

Assignments:

1. Critical Analysis Essays (45% of grade, 3 papers, 15% each)

   Students will write three critical analysis essays in response to three of the weekly reading assignments. The papers should be 5-7 pages long (double-spaced, 12-point font, one inch margins). The choice of which weekly readings to write about is left to discretion of each student (so, due dates will vary based on which readings you select).

   These papers should NOT be a summary of the week’s readings, nor should they reflect your stream of consciousness insights. You need to develop an essay about the week’s readings. Collect your thoughts, reflect on your thoughts, critically engage your thoughts, challenge your thoughts—then write your analysis. Use the format for an essay: have a point (aka, a thesis); state your point; offer support, evidence, and justification for your point; and offer conclusions and future issues to consider.

2. Literature Review Project (55% of grade)
Students will write a literature review paper on a topic (and type) of their choosing. The final paper will be between 15-20 pages long (depending on the type of review) (page limit is exclusive of references). Please use APA format for this paper. The manuscript should be double-spaced, 12-point font, one inch margins. This task will be broken down into five discrete assignments:

Check In #1:  Email the instructor with a proposal for the type of literature review you will be writing and its substantive topic. I will schedule follow-up, in-person meetings with each student to discuss their proposals and work with them to refine their ideas.

Due Date: September 30, 2004 (Week 5)

Check In #2:  Email the instructor with a status report on your library research:

What databases are you searching; key words used in searches; number of articles found so far; your assessment of the degree to which the articles “fit” with your proposed paper; what techniques you’re using to keep track of what you’re reading and learning; any problems encountered.

Due Date: October 21, 2004 (Week 8)

Check In #3:  Write a “mini paper” that explains “Here’s what I’ve learned so far about this topic/these articles/this body of research (approximately 5 pages long). What is already known about your topic? What are the major findings in this literature? This paper is intended to help you summarize the key findings/issues in the literature you are reviewing. Do not include your critiques, reflections, or suggestions for future work in this “mini paper.” The purpose of this assignment is to help you get a handle on what is already known and summarize that information in a clear, concise way.

Due Date: November 11, 2004 (Week 11)

Paper Draft: You will need to hand in a “work in progress” draft of your paper. Do not hand in an outline—I want to see a partial draft of the actual paper. The draft should contain some writing on each major section/headings in your paper so I can assess the overall structure and direction of the paper. It is okay not to have all the details filled in yet (e.g., summaries of key studies, transitions, etc).

Due Date: December 2, 2004 (Week 14)

Final Paper:  This is the final paper—all details filled in, transitions completed, writing polished, etc.

Due Date: December 16, 2004 (Week 16)
Other Important Reminders:

Problems Completing Work: If you are having any problems completing your work due to illness, disability, or personal problem, please see the Instructor as soon as the problem arises. Do not wait until you are far behind in your work to speak with the Instructor about the problem.

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades,* the all-University Policy on *Integrity of Scholarship and Grades,* and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* [http://www.vps.msu.edu/SpLife/index.htm](http://www.vps.msu.edu/SpLife/index.htm) and/or the MSU Web site: [http://www.msu.edu](http://www.msu.edu).) Any instance of academic dishonesty will result in receiving a failing grade for the class.

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).

Observing a Major Religious Holiday: You may make up course work missed to observe a major religious holiday only if you make arrangements in advance with the Instructor.

Participation in a Required Activity: To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide the Instructor with adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator.
Reading List for Psychology 871

The History of Community Psychology


Central Themes, Goals, and Values of Community Psychology

Outlining the Mission of the Field


Kelly, J.G. (1979). Tain't what you do, it's the way that you do it. American Journal of Community Psychology, 7, 244-261.


Defining the Approach of the Field


Defining Social Problems


Understanding Diversity


Ecological Theories

Barker’s Behavior Setting Theory


Kelly and Trickett’s Ecological Metaphor


Bronfenbrenner’s Ecology of Human Development Theory


Wicker’s Substantive Theorizing Model


Person-Environment Fit


Stress, Coping, and Social Support


Prevention

History and Key Concepts


Current Debates Regarding the Conceptualization of Prevention


Cowen, E.L. (1997). On the semantics and operations of primary prevention and wellness enhancement (or will the real primary prevention please stand up?). American Journal of Community Psychology, 25, 245-255.


Empowerment

Key Concepts


Studying Empowerment


**Psychological Sense of Community**


**Citizen Participation and Community Change**


### Class Schedule for Psychology 871

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>9/2</td>
<td>Introduction to the Course</td>
<td>(none)</td>
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<td>Week 2</td>
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<tr>
<td>9/9</td>
<td>The History of Community Psychology</td>
<td>Rappaport (1977) (pp. 1-53)</td>
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<td>(Types of Literature Reviews)</td>
<td>Kelly (1987) (skim special issue)</td>
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<td>Merritt et al. (1998)</td>
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<td>Week 3</td>
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<td>9/16</td>
<td>Central Themes, Goals, and Values of Community Psychology</td>
<td>Kelly (1970)</td>
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<td>(The Process of Writing Literature Reviews)</td>
<td>Kelly (1971)</td>
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<td>Kelly (1979)</td>
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<td>Kelly (1990)</td>
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<td>Week 4</td>
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<td>9/23</td>
<td>Central Themes, Goals, and Values of Community Psychology (continued)</td>
<td>Rappaport (1977) (pp. 158-213)</td>
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<td>(Selecting Literature Review Topics &amp; Types)</td>
<td>Seidman (1988)</td>
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<td>Fawcett (1991)</td>
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<td>Wandersman (2003)</td>
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<td>Week 5</td>
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<td>Caplan &amp; Nelson (1973)</td>
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<td>Seidman (1983)</td>
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<td>Lipsky &amp; Smith (1989)</td>
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<td><strong>CHECK-IN #1 for Lit Review DUE</strong></td>
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<td>Week 6</td>
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<td>10/7</td>
<td>Understanding Diversity</td>
<td>Trickett et al. (1994)</td>
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<td>Trickett (1996)</td>
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<td>Mulvey (1988)</td>
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<td>Cooper &amp; Denner (1998)</td>
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<td>Week 7</td>
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<td>10/14</td>
<td>Ecological Theories</td>
<td>Perkins et al. (1988)</td>
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<td>(Methods for Organizing Information)</td>
<td>Kelly (1966)</td>
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<td>Kelly (1968)</td>
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<td>Trickett et al. (1985)</td>
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<td>Week 8</td>
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<td>10/21</td>
<td>Ecological Theories (continued)</td>
<td>Bronfenbrenner (1979)</td>
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<td>Wicker (1989) (skim reply papers)</td>
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<td>Moos (1973)</td>
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<td>Moos (2003)</td>
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<td><strong>CHECK-IN #2 for Lit Review DUE</strong></td>
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| Week 9  | Stress, Coping, & Social Support  
|        | (Summarizing & Synthesizing Findings) | Dohrenwend (1978)  
|        |                                   | Barrera (2000)    
|        |                                   | Felton & Shinn (1992)  
|        |                                   | Humphreys et al. (1994) |
| Week 10  | Prevention | Spaulding & Balch (1983)  
|         |           | Albee (1982)     
|         |           | Elias (1987)     
|         |           | Cowen (1994)     |
| Week 11  | Prevention (continued)  
|         | (Structuring Literature Reviews and  
|         | Writing About Findings) | Durlak & Wells (1997)  
|         |                                   | Riess & Price (1996)  
|         |                                   | Albee (1996)       
|         |                                   | Cowen (1997)       
|         |                                   | Weissberg & Greenberg (1998)  
|         |                                   | **CHECK-IN #3 for Lit Review DUE** |
| Week 12  | Empowerment | Rappaport (1981)  
|         |           | Rappaport (1987)  
|         |           | Kieffer (1984)    
|         |           | Zimmerman (2000)  
|         |           | Riger (1993)      |
| Week 13  | No Class—Thanksgiving | |
| Week 14  | Empowerment (continued) | Rappaport et al. (1985)  
|         |                                   | Maton & Salem (1995)  
|         |                                   | Gruber & Trickett (1987)  
|         |                                   | Foster-Fishman et al. (1998)  
|         |                                   | Rappaport (1995)  
|         |                                   | **PAPER DRAFT for Lit Review DUE** |
| Week 15  | Psychological Sense of Community | Sarason (1974)  
|         |                                   | McMillan & Chavis (1986)  
|         |                                   | Chavis & Pretty (1999)  
|         |                                   | Brodsky et al. (1999)  |
| Week 16  | Citizen Participation &  
|         | Community Change | Alinsky (1971)  
|         |                                   | Freire (1970)     
|         |                                   | Foster-Fishman et al. (2001)  
|         |                                   | Watts et al. (2003)  
|         |                                   | Prilleltensky (2003)  
|         |                                   | **FINAL PAPER for Lit Review DUE** |