

**UCLA TRANSFER SUMMER PROGRAM (TSP) 2006**  
**PSYCHOLOGY 175: Community Psychology**

**Day/Time:** M/W/F 11:00 a.m. – 1:00 p.m.  
Supplemental class meetings:  
Thurs 9/7/06 and 9/14/06

**Room:** Public Policy 2250

**Instructor:** *Shelly P. Harrell, Ph.D.*

**Office hours:** By Appointment

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**Course Description**

This course focuses on the application of psychological principles to understanding and addressing community problems. An ecological perspective on human behavior is emphasized with particular attention to cultural and contextual influences. Prevention of problems, promotion of health, and the empowerment of individuals and communities are the focus of intervention efforts. Topics to be explored include poverty, family and community violence, stress and coping, as well as racism and oppression.

**Required Books:**

[DEW] Dalton, J.H., Elias, M., & Wandersman, A. (2000). *Community Psychology: Linking Individuals and Communities*. New York: Wadsworth.

Kozol, J. (1996). *Amazing Grace: The Lives of Children and the Conscience of a Nation*. New York: Harper Perennial / HarperCollins.

Friere, P. (1970/1993). *Pedagogy of the Oppressed*. New York: Continuum Publishing Co.

**Required Articles:**

[CR] Course Reader. A collection of relevant journal articles compiled by the Instructor. A list of the contents of the reader is included in this syllabus. (Available for purchase at Westwood Copies)

King, M.L. (1968). The role of the behavioral scientist in the civil rights movement. Access at the following web address: [www.apa.org/monitor/jan99/king.html](http://www.apa.org/monitor/jan99/king.html).

American Psychological Association (2000). APA Resolution on poverty and socioeconomic status. Access at the following web address: [www.apa.org/pi/urban/povres.html](http://www.apa.org/pi/urban/povres.html).

Harrell, S.P., & Bond, M.A. (2006). Listening to diversity stories: Principles for practice in community research and action. *American Journal of Community Psychology*.

Harrell, S.P. & Sloan-Pena, G. (in press). Racism and discrimination. In Y. Jackson (Ed.), *Encyclopedia of Multicultural Psychology*. Thousand Oaks, CA: Sage.

Rappaport, J. (1995). Empowerment meets narrative: Listening to stories and creating settings. *American Journal of Community Psychology*, 23, 795-807.

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**Assignments and Evaluation Methods**

1. **Reading Reaction Papers (Kozol due Monday 8/21/06; Friere due Friday 9/1/06; Optional Extra Credit no later than Monday 9/11/06 in class).** The “4R/1E/4Q” method will be used to encourage you to critically reflect on the identified readings. Record your reactions by identifying the following:
  - **4 Revelations** – Discuss 4 things you found particularly interesting or meaningful, including ideas, concepts or issues that were new to you.
  - **1 Emotional Reaction** – Select 1 place in the reading that prompted a reaction for you (sadness, anger, shock, frustration, confusion, pride, identification, validation, etc.). Identify the reaction, the section in the reading that stimulated the reaction, and briefly discuss why you had this reaction in the context of your life experiences and cultural background.
  - **4 Questions** – Develop 4 questions that you have after reading the assignment. What do you want to know more about? What would you want to ask the author? What do you wonder about after finishing the reading?

The reaction papers are worth **25 points each**. Five points are possible in each of the following categories: 1) timely submission, 2) organization, 3) comprehensiveness, 4) quality of content, and 5) presentation & clarity of writing. Papers should be word-processed or typed and are typically 3-4 pages. *Although just two of these reaction papers are required, students are STRONGLY encouraged to read each article and chapter with this process.*

2. **EXAM I (Friday, 8/25/06). 100 points.** This exam will cover material from lectures, readings, and films through Wednesday, 8/24/06. It will include multiple choice, true/false, definitions, fill-in-the-blank, and short answer items.
3. **EXAM II (Friday, 9/15/06). 100 points.** This exam will cover material from lectures, readings, and films from Monday 8/29/06 through Thurs, 9/14/06. It will include multiple choice, true/false, definitions, fill-in-the-blank, and short answer items.
4. **Final Paper. (Final paper due Monday 9/18/06 no later than 11:30 a.m. in room 1232 Campbell Hall)** This paper requires you to select a community-based organization that targets an issue relevant to community psychology. You will need to provide a description of the organization, an analysis of the target issue using theoretical concepts from community psychology, and describe how the organization’s activities are or are not consistent with community psychology interventions. Further details about the paper will be disseminated later. The assignment is worth **100 points**.
5. **Involvement & Participation.** This category includes your involvement in the course as reflected primarily in your participation in the tutorial component. Your tutor will keep track of your attendance and level of preparation for tutoring. In addition, while attendance will not be taken formally during class, the tutor will note absences and these will be considered in your grade for this category. Your tutor assigns these points. **50 points** are available in this category.
6. **Extra Credit.** You may complete one additional reading reaction paper (see #1 above) to obtain extra credit for the course (25 points). Choose any of the assigned articles (NOT DEW) The completion of extra credit can potentially raise your grade by one level only (e.g., a B+ to an A-). Extra credit MUST be submitted on or before Monday 9/11/06 (early in the term is encouraged!).

<b>Final grade = # of points across all assignments / 400 (total available points for the course)</b>
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**COURSE OUTLINE**

*Class discussions will incorporate the readings and you are expected to be able to contribute to discussions. Each set of assigned readings should be read BEFORE the class meeting indicated (except for the very first day of class).*

<b>Week/Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment</b>
1- Mon. 8/7/06	Course Overview What is Community Psychology?	DEW Ch. 1	
1- Wed. 8/9/06	Origins of Community Psychology	DEW Ch. 2 King (1968) - WEB	
1- Fri. 8/11/06	FILM - "Light it up"	CR (Osofsky, 1998) CR (Jackson, 2000)	
2- Mon. 8/14/06	Ecology & Context	DEW Ch. 5	
2- Wed. 8/16/06	Sense of Community	DEW Ch. 7 CR (Maton & Wells, 1995)	
2- Fri. 8/18/06	Stress & Coping	DEW Ch. 8 CR (Wandersman & Nation)	
3- Mon 8/21/06	Poverty Neighborhood Contexts	Kozol (all) CR (McLoyd, 1998) APA Resolution on Poverty (WEB)	<i>Kozol RR Paper</i>
3- Wed 8/23/06	Community Research	DEW Ch. 3 & 4	
3- Fri. 8/25/06	EXAM I	-----	<i>Exam I</i>
4- Mon 8/28/06	Human Diversity Film: "Crash"	DEW Ch. 6 Harrell & Sloan-Pena (in press) Harrell & Bond (2006)	<i>Final Paper Topic due</i>
4- Wed 8/30/06	Racism and Oppression	CR (Serrano-Garcia & Bond, 1994) CR (Harrell, 2000) Friere (1 & 2)	
4- Fri 9/1/06	Liberation Psychology	Friere (3 & 4) CR (Grills & Bass, 2001) CR (Potts, 1999) CR (Balcazar, 1999) CR (Exploring Liberation Psychology)	<i>Friere RR Paper</i>

<b>Week/Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment</b>
<b>5- Mon. 9/4/06</b>	<b>HOLIDAY – NO CLASS</b>		
5- Wed. 9/6/06	Prevention & Promotion I <i>FILM “An Ounce of Prevention”</i>	<b>DEW Ch. 9</b> <b>CR (Gulotta, 1994)</b> <b>Zimmerman, 2000</b>	
5- Thurs. 9/7/06	Prevention & Promotion II	<b>DEW Ch. 10 &amp; 11</b> <b>CR (Wolfe &amp; Jaffe, 1998)</b> <b>CR (Venkatesh, 1999)</b>	
5- Fri. 9/8/06	Empowerment Community Narratives	<b>DEW Ch. 12</b> <b>CR (Riger, 1993)</b> <b>Rappaport (1995)</b>	
6- Mon. 9/11/06	Community and Social Change	<b>DEW Ch. 13</b> <b>CR (Checkoway, 1996)</b> <b>CR (Watts, 1999)</b>	<i>Last day for Extra Credit</i>
6- Thurs. 9/14/06	Developing, Implementing, & Evaluating Programs	<b>DEW Ch. 14</b> <b>CR (Karp, 1999)</b>	
6- Fri. 9/15/06	EXAM II	-----	<b>EXAM II</b>
Mon. 9/18/06	NO CLASS	-----	<b>FINAL PAPER DUE</b>

## Contents of Community Psychology Course Reader

- 1) Jackson, J. (2000). What ought psychology do? *American Psychologist*, 55, 328-30.
- 2) Osofsky, J.D. (1999). The impact of violence on children. *The Future of Children*, 9(3), 33-49.
- 3) Maton, K.I., & Wells, E.A. (1995). Religion as a community resource for well-being: Prevention, healing, and empowerment. *Journal of Social Issues*, 51, 177-93.
- 4) Serrano-Garcia, I., & Bond, M.A. (1994). Empowering the silent ranks: Introduction. *American Journal of Community Psychology*, 22, 433-445.
- 5) Harrell, S.P. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry*, 70, 42-57.
- 6) McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.
- 7) Wandersman, A., & Nation, M. (1998b). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience, and interventions. *American Psychologist*, 53, 647-56.
- 8) Gulotta, T.P. (1994). The what, who, why, where, when, and how of primary prevention. *Journal of Primary Prevention*, 15, 5-14.
- 9) Zimmerman, M. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rappaport and E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-64). New York: Kluwer Academic.
- 10) Riger, S. (1993). What's wrong with empowerment? *American Journal of Community Psychology*, 21, 279-292.
- 11) Checkoway, B. (1995). Six strategies of community change. *Community Development Journal*, 30, 2-20.
- 12) Watts, R.J., Griffith, D.M., & Abdul-Adil, J. (1999). Sociopolitical development as an antidote for oppression— theory and action. *American Journal of Community Psychology*, 27, 255-271.
- 13) Wolfe, D.A., & Jaffe, P.G. (1999). Emerging strategies in the prevention of domestic violence. *The Future of Children*, 9(3), 133-144.
- 14) Venkatesh, S.A. (1999). Community-based interventions into street gang activity. *Journal of Community Psychology*, 27, 551-67.
- 15) Black, M.M., & Krishakumar, A. (1998). Children in low-income, urban settings: Interventions to promote mental health and well-being. *American Psychologist*, 53, 635-46.
- 16) Marin, G. (1993). Defining culturally appropriate community interventions: Hispanics as a case study. *Journal of Community Psychology*, 21, 149-161.
- 17) Karp, D.R. (1999). Community justice: Six challenges. *Journal of Community Psychology*, 27, 751-69.
- 18) Grills, C.T., & Bass, K. (Summer, 2001). Justice, just us, or enslavement: African Americans and the American Prison Industrial Complex. *The Community Psychologist*, 34(3).
- 19) Potts, R. (1999). The spirit of community psychology: Spirituality, religion, and community action. *The Community Psychologist*, 32(3), 17-18.
- 20) Balcazar, F.E. (1999). Lessons from liberation theology. *The Community Psychologist*, 32(3), 19-24.
- 21) Exploring Liberation Psychology (Editor: Roderick Watts), *The Community Psychologist*, 34(2), 27-37.

## **What is Community Psychology?**

Community psychology is the study of human behavior in its multiple ecological, historical, cultural, and sociopolitical contexts. This includes the application of that knowledge to the creation of person-environment transactions that prevent dysfunction and distress, facilitate empowerment and social justice, and promote wellness for individuals, groups, and communities. (Harrell, 2000)

### ***The Society for Community Research and Action*** *(Division 27 of the American Psychological Association)*

The Society is devoted to advancing theory, research, and social action to promote positive well-being, increase empowerment, and prevent the development of problems of communities, groups, and individuals. The action and research agenda of the field is guided by three broad principles: 1) Community research and action is an active collaboration between researchers, practitioners, and community members and utilizes multiple methodologies; 2) Human competencies and problems are best understood by viewing people within their social, cultural, and historical context; and 3) Change strategies are needed at both the individual and systems levels for effective competence promotion and problem prevention.

## GETTING STARTED WITH THE FINAL PAPER

### **Examples of issues that an organization could target**

- HIV/AIDS
- Child Abuse
- Missing and Exploited Children
- Homelessness
- Interethnic conflict
- Racial discrimination
- Discrimination against Gays and Lesbians
- Immigration
- Sexual harassment
- Rape
- Domestic Violence
- Police Brutality
- Gang violence
- Terrorism
- Prostitution
- Alcohol and Drug abuse
- Teen Pregnancy
- School Drop-out or Under-achievement
- Suicide
- School violence

### **Examples of keywords to find an organization**

- community-based organization
- non-profit organization
- grassroots organization
- social services
- victim services
- advocacy group
- program
- community intervention
- prevention
- community development
- social action / social change
- community change