

## COURSE SYLLABUS – 2<sup>ND</sup> Edition

<b>Psychology 753-001 (3 Credit Hours)</b>	Instructor: <i>Kwesi</i> Craig C. Brookins, Ph.D.
<b><i>Principles and Practices of Ecological-Community Psychology</i></b>	Office: 107A 1911 Building
Office Hours: TBA	Office Phone: 919-515-7518 e-mail: <a href="mailto:biadnow@ncsu.edu">biadnow@ncsu.edu</a>
<b>Wednesdays, 4:30 – 7:15 pm, 209 Poe Hall</b>	

### Introduction

*“Community Psychologists are collective, proactive, ecologically-focused change agents. We work with communities to promote strength, empowerment, prevention and sustainable communities. We integrate research with action to improve quality of life.”*

*E-C-P Class, Spring 2011*

Ecological-Community Psychology is an area of study, research and action that cannot be adequately covered in one academic semester. This course is therefore a primer. It is designed to provide opportunities to develop and refine thinking about social problems, community research and the personal and social dimensions of social change. Students are introduced to the historical and conceptual foundations of ecological and community psychology. Emphasis is placed on developing social science competencies that will provide a foundation from which to engage in community-based research and practice.

### An Optimal Experience

1. Listen actively	9. Relate comments and ideas to materials and topics being covered in class
2. Attend	10. Speak from your own experience and class materials instead of generalizations
3. Be prepared to engage in critical thinking	11. Hold that your experiences are valid, and, that they aren't necessarily representative
4. Speak up/step back	12. Acknowledge <a href="#">Pronouns</a>
5. Don't interrupt	
6. Do be aware of how long you're talking	
7. Take care of yourself	
8. No personal attacks. Work to create a supportive learning environment	

**Supplemental Web Page**      <https://wolfware.ncsu.edu> (Moodle)

This web page will contain class handouts, lecture notes, updated course information, the course syllabus, and schedule changes. You will also be able to communicate with the instructor as well as other students. Unless otherwise indicated, all assignments should be submitted on Moodle. All class assignments will be identified in ***Weekly Modules***. Students should check frequently as there may also be supplemental readings and other audiovisual materials available.

## Required Readings

1. <sup>1</sup>Nelson, G. & Prilleltensky, I. (2010). Community psychology: In pursuit of liberation and wellbeing (2<sup>nd</sup> Edition). New York: Palgrave. (ISBN: 978-0-230-21995-3)
  - a. [Amazon Kindle](#) Rental (\$30.62); Purchase (\$51.69)
  - b. [RedShelf](#) Rental (\$28.93); Purchase (\$57.86)
2. <sup>2</sup>Westley, F., Zimmerman, B., & Patton, M. Q. (Eds.). Getting to maybe: How the world is changed. Toronto: Random House Canada. (272 Pages)
3. Required readings and supplemental materials available on: Moodle & *ELECTRONIC RESERVE* in the D.H. Hill Library and online at: <http://www.lib.ncsu.edu/reserves/>.

## Assignments

<b>My Community Essay</b>	<p>Write an autobiographical essay focusing on yourself as a community member of various sorts and the impact of that membership on your state of well-being. Think about the following questions as you write your essay:</p> <ul style="list-style-type: none"> <li>• What communities were you born into?</li> <li>• What communities are you now a part of?</li> <li>• What does it mean to be a part of these communities?</li> <li>• How does being a member of these communities influence your well-being?</li> <li>• What are the characteristics of communities that enhance your sense of well-being?</li> <li>• What is your image of the ideal community for you?</li> </ul>
<b>Summary of the week's readings</b>	Follow instructions on Moodle assignment page for the questions to answer.
<b>In-Class Group Presentation</b>	Review and Critique of Principles of Social Change
<b>Getting to Maybe</b>	Scholarly review of book: Getting to Maybe
<b><i>Class Project</i></b>	
<b>Topic Selection</b>	<b>TO BE CO-CREATED</b>
<b>Outline and annotated bibliography</b>	
<b>Final Written Component of Class Project</b>	
<b>Project Presentation</b>	

<sup>1</sup> Not available in campus bookstore. Electronic copies from 2 sources are listed but you may want to check other vendors as well.

<sup>2</sup> Available in campus bookstore as well as electronically via [Amazon Kindle](#), Apple eBooks and B&N Nook.

## Summary of Assignments

Date Due	Points	Assignment
8/26	5	Assignment #1: “My Community” Essay
9/2	5	Assignment #2: Readings Summary
9/16	5	Assignment #3: Readings Summary
10/2	10	Assignment #4: <i>Principles of Social Change</i> In-Class Group Presentation
10/21	5	Assignment #5: Readings Summary
11/4	5	Assignment #6: Readings Summary
11/18	15	Assignment #7: <i>Getting to Maybe</i> Review (2-Pager)
TBD	50	Class Project Activities
		Class Project Presentations
		Class Project Written Products
	<b>100</b>	<b>Total Points</b>

## Grading

As per University policy, +/- grades will be given for this course according to the criteria provided below. In general, however, the scale will be as follows:

% of Points	Grade	% of Points	Grade
100 – 96%	A+	79 - 76%	C+
95 – 92%	A	75 - 72%	C
91 – 90%	A-	71 - 70%	C-
89 – 86%	B+	69 - 66%	D+
85 – 82%	B	65 - 62%	D
81 – 80%	B-	61 - 60%	D-
		Below 60%	F

## Reading & Activity Schedule

<i>Class Dates</i>	<i>Topics</i>	<i>Readings &amp; Assignments</i>
<b>Week 1</b>	Introductions and Overview	<ul style="list-style-type: none"> <li>• <a href="#">Srebnik, D. S. (1991). Principles of community psychology. The Community Psychologist, 24, 8.</a></li> </ul>
<b>Week 2</b> 8/28	Foundations & My Communities	<ul style="list-style-type: none"> <li>• <b>ASSIGNMENT #1: “MY COMMUNITY” ESSAY DUE MONDAY 8/26</b></li> <li>• Nelson &amp; Prilleltensky (Chaps. 1 &amp; 2)</li> </ul>
<b>Week 3</b> 9/4	Historical and Conceptual Context	<ul style="list-style-type: none"> <li>• <b>ASSIGNMENT #2: READINGS SUMMARY DUE TUESDAY 9/2</b></li> <li>• Caplan, W., &amp; Nelson, S.D. (1973). On being useful: the nature and consequences of psychological research on social problems. <i>American Psychologist</i>, <i>28</i>, 199-211.</li> <li>• Hughes, R. (1992). The fraying of America. <i>Time</i>, February, 44-49.</li> <li>• <b>Kelly, J. G. (2002). <i>The spirit of community psychology. American Journal of Community Psychology, 30(1), 43-63.</i></b></li> <li>• <b>Sarason, S. B. (1993). <i>American Psychology and the needs for transcendence and community. American Journal of Community Psychology, 21(2), 185 – 202.</i></b></li> <li>• <b>Walsh-Bowers, R. (2000). <i>A personal sojourn to spiritualize community psychology. Journal of Community Psychology, 28(2), 221-236.</i></b></li> </ul>
<b>Week 4</b> 9/11	Values, Principles and Conceptual Tools	<ul style="list-style-type: none"> <li>• Nelson &amp; Prilleltensky (Chaps. 3, 4, 5 &amp; 6)</li> <li>• Watkins &amp; Shulman: Afterward- <i>Tikkun Olam: The Restoration and Repair of the World.</i></li> </ul>
<b>Week 5</b> 9/18	Diversity, Culture, Oppression & Liberation	<ul style="list-style-type: none"> <li>• <b>ASSIGNMENT #3: READINGS SUMMARY #2 DUE 9/16</b></li> <li>• Brookins, C. C. (1999). <i>Afrikan and community psychology: Synthesizing liberation and social change.</i> In R. L. Jones (Ed.). <i>Advances in African American psychology: Theory, paradigms, and research.</i> Hampton, VA: Cobb &amp; Henry.</li> <li>• <a href="#">hooks, b. (2003). <i>What happens when White people change.</i></a></li> <li>• Kral, M. J., Garcia, R., Aber, M. S., Masood, N. and Todd, N. R. (2011). Culture and community psychology: Toward a renewed and reimagined vision. <i>American Journal of Community Psychology</i>, <i>47</i>, 46-57.</li> <li>• Watts, R. J. (1992). Elements of a psychology of human diversity. <i>Journal of Community Psychology</i>, <i>20</i>, 116-131.</li> </ul>

<b>Week 6</b> 9/25	Reckoning with Ecology and Empowerment	<ul style="list-style-type: none"> <li>Hur, M. H (2006). Empowerment in terms of theoretical perspectives: Exploring a typology of the process and components across disciplines. <i>Journal of Community Psychology</i>, 34(5), 523-540.</li> <li>Neal, J. W. &amp; Neal, Z. P. (2010). Power as a structural phenomenon. <i>American Journal of Community Psychology</i>.  <a href="http://www.springerlink.com/content/t0673103k8064156/">http://www.springerlink.com/content/t0673103k8064156/</a></li> </ul>
<b>Week 7</b> 10/2	Social Change	<ul style="list-style-type: none"> <li><b>ASSIGNMENT #4: IN-CLASS PRINCIPLES OF SOCIAL CHANGE CHAPTER PRESENTATION ON WEDNESDAY, 9/2</b></li> </ul>
<b>Week 8</b> 10/9	Class Project Focus	<ul style="list-style-type: none"> <li>Reading: TBA</li> <li>On October 9<sup>th</sup>, the class will be held at the Crosby-Garfield Community Center to learn about the Wake Community-University Partnership, meet with local residents, and become introduced to the work of the Wake County Social and Economic Vitality strategic initiative.</li> </ul>
<b>Week 9</b> 10/16	Tools for Action and Research: CBPAR	<ul style="list-style-type: none"> <li><b>GUEST LECTURE/DISCUSSION ON CBPR.</b> <ul style="list-style-type: none"> <li><b>DR. VANESSA VOLPE, SoCo</b></li> </ul> </li> <li>Seymour-Rolls, et al., (1995). <i>Participatory Action Research: Getting the Job Done</i>.</li> <li>Wisner, B. Stea, D. and Kruks, S. (1991). <i>Participatory and Action Research Methods</i>.</li> </ul>
<b>Week 10</b> 10/23	Tools for Action: Interventions	<ul style="list-style-type: none"> <li><b>ASSIGNMENT #5: READINGS SUMMARY DUE 10/21</b></li> <li>Nelson &amp; Prilleltensky (Chaps. 7 - 10)</li> </ul>
<b>Week 11</b> 10/30	Tools for Research	<ul style="list-style-type: none"> <li>Nelson &amp; Prilleltensky (Chaps. 11 - 13)</li> </ul>
<b>Week 12</b> 11/6	Addressing the Issues 1	<ul style="list-style-type: none"> <li><b>ASSIGNMENT #6: READINGS SUMMARY DUE 11/4</b></li> <li>Nelson &amp; Prilleltensky (Chapters 14, 17, 18 &amp; 19)</li> </ul>
<b>Week 13</b> 11/13	Addressing the Issues 2	<ul style="list-style-type: none"> <li>Nelson &amp; Prilleltensky (Chapters. 15, 16, 23 and 24)</li> </ul>
<b>Week 14</b> 11/20	<b>ASSIGNMENT #7: GETTING TO MAYBE CRITIQUE (2-PAGE MAX) DUE 11/18</b>	
<b>Week 15</b> 11/27	<b>THANKSGIVING BREAK – NO CLASS</b>	
<b>Week 16</b> 12/4	<b>TBD</b>	
<b>Wednesday, December 18th</b>		<b>END OF SEMESTER CELEBRATION</b>

## University Policies

### Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

### Academic Integrity

(Sample) Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

### Electronically-hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

### NC State University Policies, Regulations and Rules

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

## **Non-discrimination Policy**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <https://policies.ncsu.edu/category/campus-environment/> or <https://policies.ncsu.edu/policy/pol-04-25-05/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

## **End-of-Course Class Evaluations**

Schedule: Online class evaluations will be available for students to complete during the last 2 weeks of the summer term. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

**Principles of Community Psychology<sup>3</sup>**  
Srebnik, D.S., (1991), The Community Psychologist

Community Psychologists are people who, in their research, interventions, and social and political action seek to promote the following principles:

1. Community Psychologists are interested in promoting communities that include all of their members and in which community members assume their mutual responsibilities for all other members of the community. This involves understanding and valuing diverse human perspectives, including those of commonly disenfranchised groups (e.g. ethnic & racial minorities, people in poverty, people with serious cognitive, physical and psychiatric disabilities).
2. Community Psychologists focus on human strengths and competency enhancement rather than emphasizing pathology.
3. Community Psychologists try to practice from a non-hierarchical position. They attempt to share power with disenfranchised groups. They clearly recognize the value of peer support and influence.
4. Community Psychologists support training that is multi-disciplinary and collaborative. They promote the ability to deliver services that involve effective interagency coordination and communication.
5. Community Psychologist value training and teaching that utilizes expertise from those who work successfully in the community including mental health consumers, advocates, and family members.
6. Community Psychologists work toward the prevention of psychopathology and the promotion of positive mental health.
7. Community Psychologists focus on the rights to which all citizens are entitled.
8. Community Psychologists apply their knowledge to programs that impact large groups as well as individuals.
9. Community Psychologists aim to affect social change in a broad context. They are active and interested in influencing social policy that facilitates the empowerment and esteem of disadvantaged and disenfranchised people.
10. Community Psychologists engage in political and social action intended to overcome pathology in service systems and in society.

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1 <sup>3</sup>Developed by the Community Psychology Interest Group at the University of Vermont.