

# PSYC 149: Community Psychology

## Summer 2024

### 5 UNITS

Monday, Wednesday 9 - 12:30 pm

Remote Instruction

<https://ucsc.zoom.us/j/95022043296?pwd=ZGJwZ2FZYkdJbzI1dUhFdVc3OWVYQT09>

Meeting ID: 981 7851 8843

Passcode: rainbow

**Instructor:** Bob Majzler, Ph.D.  
Office hours: Friday 10-11 am and by appointment. Follow this zoom link:  
<https://ucsc.zoom.us/j/95022043296?pwd=ZGJwZ2FZYkdJbzI1dUhFdVc3OWVYQT09>  
Meeting ID:  
Password: rainbow  
E-mail address: [rmajzler@ucsc.edu](mailto:rmajzler@ucsc.edu)

## Course Description

Community psychology was born from a critique. The history of psychology is a history of producing psychology for the elite. Activists, cultural workers, and disillusioned psychologists noted psychology's myopic focus on the individual with not enough consideration of the community, especially communities that face marginalization and structural violence. This course examines the history of community psychology and the community frameworks and paradigms within this area. The course highlights ideas of empowerment, interventions, the ecological model, and community-based research. In the second half of the course, the course examines community psychology approaches to current issues affecting communities including the COVID-19 pandemic, anti-racist/decolonial struggles, intimate violence (especially with intersections with gender), and radical environmental sustainability. The course wraps putting this all together with a praxis-based assignment.

## Course Objectives

- Present history and values of community psychology
- Students understand and apply frameworks of community psychology
- Students gain familiarity with community psychology application to current events
- Students understand and engage in community praxis

## Required Texts:

- Riemer, M., Reich, S.M., Evans, S.D., Nelson, G. & Prilleltensky, I. (2020). Community Psychology: In pursuit of liberation and well-being (3rd edition). Red Globe Press - Macmillan.
- PDFs of articles and chapters available on Canvas under “Files” tab.

## Course Assignments

### 1. Watching and participating in lectures (30 pts; 10x[3 pt for attendance, +1 e.c. for camera on])

This is a remote class in order to promote accessibility to the most students as well as disability justice. For us, this means you need to show up M and W to the synchronous zoom class here:

<https://ucsc.zoom.us/j/95022043296?pwd=ZGlwZ2FZYkdJbzI1dUhFdVc3OWVYQT09>

If you are not able to show up to a class, please email me (recordings are available on YuJa in Canvas to students who email me).

I will be doing attendance by distributing a Google Form during class.

An aspect of community psychology is to build community, and there are a few class requirements to foster this. You will need to be able to take the class on a computer (and not a cell phone) in order to complete some of the assignments we do via Google doc and other programs. You will also get (extra) credit for having your camera on.

### 2. Google Slide-introduce yourself (5 pts)

Design a Google slide with the following content: recognizable picture of you, bullets on the following: full name, what you like to be called and your pronouns (optional), what is your favorite area of psychology, why you are taking this class, any thing you are looking forward to this summer. The slide will be visible to the whole class. The goal of this assignment to get to know each other and create a sense of learning community. Assignment is due **Wednesday, June 26.**

### 3. Discussion board (20 points [5 pts. each x 4 weeks])

At 11:59 p.m. on Sunday (see schedule for which weeks) a discussion post is due on Canvas. Your post must respond to the prompt of the week posted by me on Wednesday of that week. Sometimes the prompt has several parts, you must respond to each part for full credit.

Your discussion post should aim to include ideas from the readings, ideas from the lectures,

and your own experiences in the world. Aim for about a paragraph per part (5-7 sentences) of the discussion prompt.

Although we will have 5 prompts, you are **only required to do 4** (take 1 week off) of them for full credit.

#### 4. **Final Project Proposal (10 points)**

The aim of the final project is to foster synthesis of the various themes of the course. You have the choice to do either (a) a research paper or (b) activist project for your final project.

If you elect to do a research paper, your proposal should include:

- A description of your research question. Include your question itself and describe why it is FINER (feasible, interesting, novel, ethical, relevant).
- In order to do this, you must ground your proposal in at least 2 readings from our class. These readings will help you elaborate in why your research proposal is FINER.
- The proposal should discuss how you will research your question.
- The proposal should be 2-2.5 pages long, double-spaced.

If you elect to do an activist project, your proposal should include:

- A description of your project and what you aim to do. What will you do and how will you do it?
- Describe how your project is FINER (feasible, interesting, novel, ethical, relevant).
- In order to do this, you must ground your proposal in at least 2 readings from our class. These readings will help you elaborate in why your research proposal is FINER.
- The proposal should be 2-2.5 pages long, double-spaced.

In the past, some successful activist projects for this class have included:

- An organizing project, campaign that attempts social change.
- A zine that you disseminated
- Mutual aid (not charity) work in the community
- A podcast episode centered around community psychology or related topics
- A workshop that you design and carry out (or pilot)
- A public art project

## 5. **Final Paper or Project Report (20 points)**

If you elected to write a research paper, the following are the requirements:

- A well-written paper that proposes and grounds a FINER research question and attempts to answer that question through rigorous study.
- A paper grounded in at least 3 readings for our class and 3 high-quality outside references.
- Paper should be 5-7 pages long not including references.
- General APA style for formatting and citations/references.

If you elected to do an activist project, the following are the requirement for the report:

- A well-written report that describes your activism and the context for why your activism was needed from a liberation perspective. In the report the context of the location of your activism should also be clear.
- The report should include references to at least 3 readings from our class.
- Report should be 3-5 pages long not including references.
- General APA style for formatting and citations/references.

## Grading

All your submitted writings must be your own original work. You must acknowledge any borrowing of ideas and words from others by standard documentations in various forms, such as parenthetical references, and bibliography. Please see: <http://guides.library.ucsc.edu/citesources>, or <https://owl.english.purdue.edu/owl/> for reference on citations. Keeping track of the sources you use and using a consistent style of documentation will help you avoid unwittingly committing plagiarism. According to the terms of UCSC, a first offense of academic misconduct can result in a suspension. A second instance can result in a dismissal from the university. Please see more here: [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct)

### Ground Rules

- Community psychology course centers on liberation. Fundamental to liberation is an ever more fully participatory, critical, and active learning community. This may be new for students, and as such may take some time to develop. Critical education means that we increase our engagement, activity, and responsibility in and outside the classroom.
- Social justice is a guiding value of liberation and this course. This means we question the status quo and established norms. This requires critical thinking and open-mindedness. Much of the material we read and discuss is not mainstream psychology, and thus may be new to many of you. I ask you to be open to these ideas while wrestling with them.
- Social justice also means creating an anti-oppression space in the classroom and with our interactions. Rather than attempting a “safe space,” which is easily co-opted by groups and individuals with more power, and thus becomes unsafe, we will attempt to foster a “brave space.” Brave space means building a *learning community* based in trusting one another enough to take risks and be bold in the classroom. It is crucial that we all engage in self-reflexivity and have an awareness of the ways we take space in the class, especially around privilege and power. Please see this resource for more background on brave spaces: <https://ssw.umich.edu/sites/default/files/documents/events/colc/from-safe-spaces-to-brave-spaces.pdf>
- In terms of zoom etiquette, I want you to do your best and respect your classmates. The more you can engage in zoom, the more fulfilling this experience will be for you and your classmates. That being said, I realize all the challenges to doing zoom. So please reach out to me if you are having issues with being on zoom.
- We deal with heavy and violent material in this course including: torture, sexual assault, colonization, murder, micro-aggressions, and more. I consider it very important to give you trigger warnings, and will do my best to do so, especially around images. Let me know how I am doing, and I want to adjust and meet the class needs as best as I can. Please also realize that this violence is a part of the landscape of this course.
- UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization

Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## Schedule

[This schedule is not set in stone. We may get ahead or behind. There may be reading additions or subtractions based upon the flow of the class. I will notify you of any changes]

Week	Date	Unit	Topic	Reading Due	Assignment Due
1	Monday, June 24	Foundations of CP	What is CP?  History and Values of CP		
	Wednesday, June 26		Power  Ecological Perspective	Textbook chapter 1-5	
2	Monday, July 1		Transformative Change  Community Based Research	Textbook chapter 6 and 12  Langhout (2016)	Discussion #1
	Wednesday, July 3		Interventions, parts I and II	Textbook chapters 8 and 9	
3	Monday, July 8	CP and the COVID Pandemic	The Structural Roots of the Pandemic  Wisdom of Southern Theory	Laster Pritle (2020)  <a href="https://medium.com/@chelbrow/wearing-a-mask-is-an-act-of-anti-racism-and-radical-love-265ecc7a28d9">https://medium.com/@chelbrow/wearing-a-mask-is-an-act-of-anti-racism-and-radical-love-265ecc7a28d9</a>  Ndlovu-Gatsheni (2020)	Discussion #2
	Wednesday, July 10		CP and Anti-racism	CP and Decolonization  CP and Abolition	Textbook chapter 15  Check out the database for police abolition:

				<a href="https://defundpolice.org/resources/?state=national">https://defundpolice.org/resources/?state=national</a> DaViera et al. (2024) <b>CW: this article discusses violence towards PoC</b>	
4	Monday, July 15	CP and Intimate Violence	Feminisms and CP CP and Gender violence	Textbook chapter 16 Kimmel & Mahler (2003) Cattaneo & Goodman (2015) <b>CW: This article discusses DV explicitly</b> Evans, Lindauer, & Ferrell (2020)	Project/paper proposal
	Wednesday, July 17	CP and Radical Sustainability	Environmental Justice and CP Planning for the Future on Fire	Natale, Di Martino, Procentese, & Arcidiacono (2016) Stokes (2020)	Discussion #3
5	Monday, July 22	Putting it Together	Mutual Aid	Spade (2020) Bender et al. (2023)	Discussion #4
	Wednesday, July 24		Next Steps for CP	Singh, Granski, del Pilar Victoria, Javtani (2018)	
					Discussion #5
					Final paper/project