

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:

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| 1. History of Community Psychology | 6. Stress, Coping, & Social Support |
| 2. Central Themes, Goals, & Values | 7. Prevention |
| 3. Defining Social Problems | 8. Empowerment |
| 4. Understanding Diversity | 9. Psychological Sense of Community |
| 5. Ecological Theories | 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:
(5% of grade) 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:
(5% of grade) 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:
(10% of grade) 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:
(15% of grade) 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:
(20% of grade) 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>) and/or the MSU Web site: <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

Rappaport, J. (1977). Community psychology: Values, research, and action (pp. 1-53). New York: Holt, Rinehart, & Winston.

Kelly, J.G. (Editor). (1987). Swampscott anniversary symposium (12 papers, SKIM). American Journal of Community Psychology, *15*, 511-561.

Merritt, D.M., Greene, G.J., Jopp, D.A., & Kelly, J.G. (1998). A history of division 27 (Society for Community Research and Action). In D.A. Dewsbury (Ed) Unification through division: Histories of the American Psychological Association (volume III). Washington DC: American Psychological Association.

Central Themes, Goals, and Values of Community Psychology

Outlining the Mission of the Field

Kelly, J.G. (1970). Antidotes for arrogance: Training for community psychology. American Psychologist, *25*, 524-531

Kelly, J.G. (1971). Qualities for the community psychologist. American Psychologist, *26*, 897-903.

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.

Kelly, J.G. (1990). Changing contexts and the field of community psychology. American Journal of Community Psychology, *18*, 769-792.

Defining the Approach of the Field

Rappaport, J. (1977). Community psychology: Values, research, and action (pp. 158-213). New York: Holt, Rinehart, & Winston.

Seidman, E. (1988). Back to the future, community psychology: Unfolding a theory of social intervention. American Journal of Community Psychology, *16*, 3-24.

Fawcett, S.B. (1991). Some values guiding community research and action. Journal of Applied Behavioral Analysis, *24*, 621-636.

Wandersman, A. (2003). Community science: Bridging the gap between science and practice within community-centered models. American Journal of Community Psychology, *31*, 227-242.

Defining Social Problems

- Ryan, W. (1976). Blaming the victim (pp. 3-30). New York: Random House.
- Caplan, N., & Nelson, S.D. (1973). On being helpful: The nature and consequences of psychological research on social problems. American Psychologist, *28*, 199-211.
- Seidman, E. (1983). Unexamined premises of social problem solving. In E. Seidman (Ed). Handbook of social intervention (pp. 48-67). Beverly Hills, CA: Sage.
- Lipsky, M., & Smith, S.R. (1989). When social problems are treated as emergencies. Social Service Review, 5-25.

Understanding Diversity

- Trickett, E.J., Watts, R.J., & Birman, D. (1994). Toward an overarching framework for diversity. In E.J. Trickett, R.J. Watts, & D. Birman (Eds.) Human diversity: Perspectives on people in context (pp. 7-26). San Francisco: Jossey Bass.
- Trickett, E.J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. American Journal of Community Psychology, *24*, 209-234.
- Mulvey, A. (1988). Community psychology and feminism: Tensions and commonalities. Journal of Community Psychology, *16*, 70-83.
- Cooper, C.R., & Denner, J. (1998). Theories linking culture and psychology: Universal and community-specific processes. Annual Review of Psychology, *49*, 559-584.

Ecological Theories

Barker's Behavior Setting Theory

- Perkins, D.V., Burns, T.F., Perry, J.C., & Nielsen, K.P. (1988). Behavior setting theory and community psychology: An analysis and critique. Journal of Community Psychology, *16*, 355-372.

Kelly and Trickett's Ecological Metaphor

- Kelly, J.G. (1966). Ecological constraints on mental health services. American Psychologist, *21*, 535-553.
- Kelly, J.G. (1968). Towards an ecological conception of preventive interventions. In J.W. Carter, Jr. (Ed.), Research contributions from psychology to community mental health (pp. 75-99). New York: Behavioral Publications.
- Trickett, E.J., Kelly, J.G., & Vincent, T.A. (1985). The spirit of ecological inquiry in community research. In E.C. Susskind & D.C. Klein (Eds.) Community research: Methods, paradigms, and applications (pp. 283-333). New York: Praeger.

Bronfenbrenner's Ecology of Human Development Theory

Bronfenbrenner, U. (1979). The ecology of human development (pp. 16-42). Cambridge, MA: Harvard University Press.

Wicker's Substantive Theorizing Model

Wicker, A.W. (1989). Substantive theorizing. American Journal of Community Psychology, 17, 531-547. (Also: SKIM reply papers on pp. 549-574).

Person-Environment Fit

Moos, R.H. (1973). Conceptualizations of human environments. American Psychologist, 28, 652-665.

Moos, R.H. (2003). Social contexts: Transcending their power and fragility. American Journal of Community Psychology, 31, 1-13

Stress, Coping, and Social Support

Dohrenwend, B.S. (1978). Social stress and community psychology. American Journal of Community Psychology, 6, 1-14.

Barrera, M. (2000). Social support research in community psychology. In J. Rappaport & E. Seidman (Eds.) Handbook of community psychology (pp. 215-245). New York: Plenum.

Felton, B.J., & Shinn, M. (1992). Social integration and social support: Moving social support beyond the individual level. Journal of Community Psychology, 20, 103-115.

Humphreys, K., Finney, J.W., & Moos, R.H. (1994). Applying a stress and coping framework to research on mutual help organizations. Journal of Community Psychology, 22, 312-327.

Prevention

History and Key Concepts

Spaulding, J., & Balch, P. (1983). A brief history of primary prevention in the twentieth century: 1908 to 1980. American Journal of Community Psychology, 11, 59-80.

Albee, G.W. (1982). Preventing psychopathology and promoting human potential. American Psychologist, 37, 1043-1050.

Elias, M.J. (1987). Establishing enduring prevention programs: Advancing the legacy of Swampscott. American Journal of Community Psychology, 15, 539-553.

Cowen, E.L. (1994). The enhancement of psychological wellness: Challenges and opportunities. American Journal of Community Psychology, 22, 149-179.

Current Debates Regarding the Conceptualization of Prevention

- Durlak, J.A., & Wells, A.M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. American Journal of Community Psychology, 25, 115-152.
- Riess, D., & Price, R.H. (1996). National research agenda on prevention research: The National Institute of Mental Health Report. American Psychologist, 51, 1109-1115.
- Albee, G.W. (1996). Revolutions and counterrevolutions in prevention. American Psychologist, 51, 1130-1133.
- 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.
- Weissberg, R.P., & Greenberg, M.T. (1998). Prevention science and collaborative community action research: Combining the best from both perspectives. Journal of Mental Health, 7, 479-492.

Empowerment

Key Concepts

- Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. American Journal of Community Psychology, 9, 1-25.
- Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. American Journal of Community Psychology, 15, 121-148.
- Kieffer, C.H. (1984). Citizen empowerment: A developmental perspective. Prevention in Human Services, 3, 9-36.
- Zimmerman, M.A. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rappaport & E. Seidman (Eds.) Handbook of community psychology (pp. 43-63). New York: Plenum.
- Riger, S. (1993). What's wrong with empowerment. American Journal of Community Psychology, 21, 279-292.

Studying Empowerment

- Rappaport, J., Seidman, E., Toro, P.A., McFadden, L.S., Reischl, T.M., Roberts, L.J., Salem, D.A., Stein, C.H., & Zimmerman, M.A. (1985). Collaborative research with a mutual help organization. Social Policy, 12-24.
- Maton, K.I., & Salem, D.A. (1995). Organizational characteristics of empowering community settings: A multiple case study approach. American Journal of Community Psychology, 23, 631-656.

Gruber, J., & Trickett, E.J. (1987). Can we empower others? The paradox of empowerment in the governing of an alternative public school. American Journal of Community Psychology, 15, 353-371.

Foster-Fishman, P.G., Salem, D.A., Chibnall, S., Legler, R., & Yapchai, C. (1998). Empirical support for the critical assumptions of empowerment theory. American Journal of Community Psychology, 26, 507-536.

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

Psychological Sense of Community

Sarason, S.B. (1974). The psychological sense of community: Prospects for a community psychology (pp. 130-160). San Francisco, CA: Jossey Bass.

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14, 6-23.

Chavis, D.M., & Pretty, G.M.H. (1999). Sense of community: Advances in measurement and application. Journal of Community Psychology, 27, 635-642.

Brody, A.E., O'Campo, P.J., & Aronson, R.E. (1999). PSOC in community context: Multi level correlates of a measure of psychological sense of community in low-income, urban neighborhoods. Journal of Community Psychology, 27, 659-679.

Citizen Participation and Community Change

Alinsky, S.D. (1971). Rules for radicals (pp. 126-164). New York: Vintage Books.

Freire, P. (1970). Pedagogy of the oppressed (pp. 25-51; 106-164). New York: Continuum.

Foster-Fishman, P.G., Berkowitz, S.L., Lounsbury, D.W., Jacobson, S., & Allen, N.E. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. American Journal of Community Psychology, 29, 241-261.

Watts, R.J., Williams, N.C., & Jagers, R.J. (2003). Sociopolitical development. American Journal of Community Psychology, 31, 185-194.

Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. American Journal of Community Psychology, 31, 195-201.

Class Schedule for Psychology 871

DATE	TOPICS	ASSIGNMENTS
Week 1 9/2	Introduction to the Course	(none)
Week 2 9/9	The History of Community Psychology <i>(Types of Literature Reviews)</i>	Rappaport (1977) (pp. 1-53) Kelly (1987) (skim special issue) Merritt et al. (1998)
Week 3 9/16	Central Themes, Goals, and Values of Community Psychology <i>(The Process of Writing Literature Reviews)</i>	Kelly (1970) Kelly (1971) Kelly (1979) Kelly (1990)
Week 4 9/23	Central Themes, Goals, and Values of Community Psychology (continued) <i>(Selecting Literature Review Topics & Types)</i>	Rappaport (1977) (pp. 158-213) Seidman (1988) Fawcett (1991) Wandersman (2003)
Week 5 9/30	Defining Social Problems	Ryan (1976) Caplan & Nelson (1973) Seidman (1983) Lipsky & Smith (1989) CHECK-IN #1 for Lit Review DUE
Week 6 10/7	Understanding Diversity	Trickett et al. (1994) Trickett (1996) Mulvey (1988) Cooper & Denner (1998)
Week 7 10/14	Ecological Theories <i>(Methods for Organizing Information)</i>	Perkins et al. (1988) Kelly (1966) Kelly (1968) Trickett et al. (1985)
Week 8 10/21	Ecological Theories (continued)	Bronfenbrenner (1979) Wicker (1989) (skim reply papers) Moos (1973) Moos (2003) CHECK-IN #2 for Lit Review DUE

Week 9 10/28	Stress, Coping, & Social Support <i>(Summarizing & Synthesizing Findings)</i>	Dohrenwend (1978) Barrera (2000) Felton & Shinn (1992) Humphreys et al. (1994)
Week 10 11/4	Prevention	Spaulding & Balch (1983) Albee (1982) Elias (1987) Cowen (1994)
Week 11 11/11	Prevention (continued) <i>(Structuring Literature Reviews and Writing About Findings)</i>	Durlak & Wells (1997) Riess & Price (1996) Albee (1996) Cowen (1997) Weissberg & Greenberg (1998) <i>CHECK-IN #3 for Lit Review DUE</i>
Week 12 11/18	Empowerment	Rappaport (1981) Rappaport (1987) Kieffer (1984) Zimmerman (2000) Riger (1993)
Week 13 11/25	No Class—Thanksgiving	
Week 14 12/2	Empowerment (continued)	Rappaport et al. (1985) Maton & Salem (1995) Gruber & Trickett (1987) Foster-Fishman et al. (1998) Rappaport (1995) <i>PAPER DRAFT for Lit Review DUE</i>
Week 15 12/9	Psychological Sense of Community	Sarason (1974) McMillan & Chavis (1986) Chavis & Pretty (1999) Brodsky et al. (1999)
Week 16 12/16 FINALS WEEK	Citizen Participation & Community Change	Alinsky (1971) Freire (1970) Foster-Fishman et al. (2001) Watts et al. (2003) Prilleltensky (2003) <i>FINAL PAPER for Lit Review DUE</i>