Fall, 2005

COMMUNITY AND CULTURE READING LIST
FOR COMPREHENSIVE EXAMINATIONS

I. History and Overview

American Journal of Community Psychology (last three years).

Etzioni, A. (1993). *The spirit of community*. New York: Crown.

Levine, M., & Levine, A. (1992). *Helping children: A social history*. New York: Oxford University Press.

Marsella, A. J. (1998). Toward a "global-community" psychology: Meeting the needs of a changing world. *American Psychologist, 53*, 1-10.

Rappaport, J., & Seidman, E. (Eds.) (2000). *Handbook of community psychology*. New York: Kluwer, Academic, Plenum. (Chapters 1, 2, 3, 7, 10, 11, 14, 15, 17, 22, 23, 24, 31, 32, and 36).

Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. *American Psychologist, 53*, 1101-1110.

The Community Psychologist (TCP) (last three years).

II. Methodology

Banyard, V., & Miller, K. (1998). The powerful potential of qualitative research for community psychology. *American Journal of Community Psychology, 26*, 485-505.

Bhawuk, D. P. S. (2000). Science of Culture and Culture of Science: Worldview and Choice of Conceptual Models and Methodology. Paper presented at the 15th International Congress of the International Association for Cross-Cultural Psychology, July 16- 21, Pultusk, Poland. (Available from Dr. Bhawuk).

Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist, 51*, 496-503.

Greenfield, P. M. (1997). You can't take it with you: Why ability assessments don't cross cultures. *American Psychologist, 52,* 115-1124.

Herr, K., & Anderson, G. L. (2004). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.

Revenson, T. A., et al. (Eds.) (2002). *Ecological research to promote social change: Methodological advances from community psychology*. New York: Kluwer Academic/Plenum.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2003). *Evaluation* (7th Ed.). Thousand Oaks, CA: Sage.

Tharp, R. G., and Gallimore, R. (1982). Inquiry process in program development. *Journal of Community Psychology, 10*, 103-118.

Vega, W. A. (1992). Theoretical and pragmatic implications of cultural diversity for community research. *American Journal of Community Psychology, 20,* 375-392.

Wandersman, A. (Ed.) (2003). Science and community psychology [Special section]. *American Journal of Community Psychology, 31*, 207-242.

Weisner, T. S. (1996). Why ethnography should be the most important method in the study of human development. In R. Jessor, A. Colby, & R. A. Shweder (Eds.), *Ethnography and human development: Context and meaning in social inquiry* (pp. 305-326.). Chicago: University of Chicago Press.

III. Theory

Bronfenbrenner, U. (Ed.) (2004). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage.

Cooper, C. R., & Denner, J. (1998). Theories linking culture and psychology: Universal and community-specific processes. *Annual Review of Psychology, 49*, 559-584.

Dowrick, P. W. (1999). A review of self-modeling and related interventions. *Applied and Preventive Psychology, 8*, 39-54.

Fisher, A. T., Sonn, C. C., & Bishop, B. (Eds.) (2002). *Psychological sense of community: Research, applications, and implications*. New York: Kluwer Academic/Plenum.

Gallimore, R., Goldenberg, C., & Weisner, T. S. (1993). The social construction and subjective reality of activity settings: Implications for community psychology. *American Journal of Community Psychology, 21*, 537-559.

O'Donnell, C. R., Tharp, R. G., & Wilson, K. (1993). Activity settings as the unit of analysis: A theoretical basis for community intervention and development. *American Journal of Community Psychology, 21*, 501-520.

Shweder, R. (1995). Cultural psychology: What is it? In N. R. Goldberger & J. B. Veroff (Eds.) *The culture and psychology reader* (pp. 41-86). New York: New York University Press.

Wicker, A. W. (1987). Behavior settings reconsidered: Temporal stages, resources, internal dynamics, context. In D. Stokols & I. Altman (Eds.), *Handbook of environmental psychology* (pp. 613-653). New York: Wiley.

IV. Social Intervention and Prevention: General

Albee, G. W., & Gullotta, T. P. (Eds.) (1997). *Primary prevention works*. Thousand Oaks, CA: Sage.

Anderson, E. (1990). *Streetwise: Race, class, and change in an urban community*. Chicago: University of Chicago Press.

Dumas, J. E., Rollock, D., Prinz, R. J., Hops, H., & Blechman, E. A. (1999). Cultural sensitivity: Problems and solutions in applied and preventive intervention. *Applied & Preventive Psychology, 8*, 176-196.

Guarnaccia, P. J., & Rodriguez, O. (1996). Concepts of culture and their role in the development of culturally competent mental health services. *Hispanic Journal of Behavioral Sciences, 18*, 419-443.

Nyden, P., Figert, A. Shibley, M., & Burrows, D. (Eds.) (1997). *Building community: Social science in action*. Thousand Oaks, CA: Pine Forge Press.

O'Donnell, C. R., & Yamauchi, L. A. (Eds.) (2005). *Culture and context in human behavior change: Theory, research, and applications*. New York: Peter Lang.

Schram, B. (1997). *Creating small scale social programs*. Thousand Oaks, CA: Sage.

Weil, M. (Ed.) (2004). *The handbook of community practice*. Thousand Oaks, CA: Sage. (Chapters 1, 2, 3, 7, 9, 14, 16, 17, 18, 27, 28, 29, 33, and 34).

V. Social Intervention and Prevention: Process

   A. Consultation

Bhawuk, D. P. S., & Brislin, R. W. (2000). Cross-Cultural Training: A Review. *Applied Psychology: An International Review, 49,* 162-191.

Bhawuk, D. P. S., Podsiadlowski, A., Graf, J., & Triandis, H. C. (2002). Corporate Strategies for Managing Diversity in the Global Workplace. In G. R. Ferris & M. R. Buckley, & D. B. Fedor, (Eds.), *Human resource management: Perspectives, context, functions, and outcomes* (pp. 112-145). Englewood Cliffs, NJ: Prentice-Hall.

Keys, C. B. & Frank, S. (1987). Community psychology and the study of organizations: A reciprocal relationship. *American Journal of Community Psychology, 15*, 239-251.

Zins, J. E. (Ed.) (1997). Community psychology: Contributions to consultation [Special issue]. *Journal of Educational and Psychological Consultation, 8*, (2).

B. Empowerment

Fetterman, D. M., & Wandersman, A. (Eds.) (2004). *Empowerment evaluation principles in practice.* New York: Guilford Press.

Keys, C. B., & Dowrick, P. W. (Eds.) (2000). Disability and community [Special issue]. *Journal of Prevention and Intervention in the Community. 20*.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*, 1-26.

VI. Social Intervention and Prevention: Content

A. Children, Youth, and Families

Biglan, A., Brennan, P. A., Foster, S. L., & Holder, H. D. (2003). *Helping adolescents at risk: Prevention of multiple problem behaviors.* New York: Guilford Press.

Biglan, A., Wang, M. C., + Walberg, H. J. (Eds.) (2003). *Preventing youth problems*. New York: Kluwer Academic/Plenum.

Greenfield, P. M., Keller, H., Fuligni, A., & Maynard, A. E., (2003). Culture and cognitive development. *Annual Review of Psychology, 54,* 461-490.

Greenfield, P. M., Maynard, A. E., & Childs, C. P. (2003). Historical change, cultural apprenticeship, and cognitive representation in Zinacantec Maya children. *Cognitive Development, 18*, 455-487.

Hamilton, S. F., & Hamilton, M. A. (Eds.) (2003). *The youth development handbook: Coming of age in American communities.* Thousand Oaks: Sage.

Kagitcibasi, C. (1996). *Family and human development across cultures: A view from the other side*. Mahwah, NJ: Lawrence Erlbaum.

Kupersmid, J. B., & Dodge, K. A. (Eds.) (2004). *Children's peer relations: From development to intervention*. Washington DC: American Psychological Association.

Maton, K. I., Schellenbach, C. J., Leadbeater, B. J., & Solarz, A. L. (Eds.) (2004). *Investing in children, youth, families, and communities: Strength-based research and policy*. Washington DC: American Psychological Association.

Maynard, A. E. (2002). Cultural teaching: The development of teaching skills in Zinacantec Maya sibling interactions. *Child Development*, *73,* 969-982.

Maynard, A., & Martini, M. I. (Eds.) (2005). *Learning in cultural context*: *Family, peers, and school*. New York: Kluwer Academic/Plenem.

Melton, G. B., Thompson, R. A., & Small, M. A. (Eds.) (2001). *Toward a child-centered, neighborhood-based child protection system*. Westport, CT: Praeger.

Moen, P., Elder, G. H., & Luscher, K. (Eds.) (2001). *Examining lives in context: Perspectives on the ecology of human development*. Washington DC: American Psychological Association.

O'Donnell, C. R. (1995). The right to a family environment in Pacific Island cultures. *International Journal of Children's Rights*, *3*, 1-13.

Schorr, L. B. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Anchor Books.

Villarruel, F. A., Perkins, D. F., Borden, L. M., & Keith, J. G. (Eds.) (2003). *Community youth development: Programs, policies, and practices*. Thousand Oaks, CA: Sage.

B. Schools

Dowrick, P. W., Power, T. J., Manz, P. H., Ginsberg-Block, Leff, S. S., & Kim-Rupnow, S. (2001). Community Responsiveness: Examples from under-resourced urban schools. *Journal of Prevention and Intervention in the Community, 21*.

Durlak, J. A. (1995). *School-based prevention programs for children and adolescents*. Thousand Oaks, CA: Sage.

Tharp, R. G., Lewis, H., Hilberg, R., Bird, C., Epaloose, G., Dalton, S. S., Youpa, D. G., Rivera, H., Riding In-Feathers, M., & Eriacho, W. (1999). Seven more mountains and a map: Overcoming obstacles to reform in Native American schools. *Journal of Education For Students Placed At Risk, 4*, 5-25.

C. Crime, Delinquency, and Violence

Gullotta, T. P., Adams, G. R. & Montemayor, R. (Eds.) (1998). *Delinquent violent youth: Theory and interventions*. Thousand Oaks, CA: Sage.

Gullotta, T. R., & McElhaney, S. J. (Eds.) (1999). *Violence in homes and communities: Prevention, intervention, and treatment*. Thousand Oaks, CA.

Hampton, R. L. (Ed.) (1999). *Family violence: Prevention and treatment*, (2nd Ed.). Thousand Oaks, CA: Sage.

Hampton, R. L., Jenkins, P., & Gullotta, T. P. (Eds.) (1996). *Preventing violence in America*. Thousand Oaks, CA: Sage.

Howell, J. C. (2003). *Preventing & reducing juvenile delinquency: A comprehensive framework*. Thousand Oaks, CA: Sage.

Huff, C. R. (Ed.) (2002). *Gangs in America*. Thousand Oaks, CA: Sage.

Loeber, R. & Farrington, D. P. (Eds.) (1998). *Serious and violent juvenile offenders: Risk factors and successful interventions*. Thousand Oaks, CA: Sage.

Loeber, R. & Farrington, D. P. (Eds.) (2001). *Child delinquents: Development, intervention, and service needs*. Thousand Oaks, CA: Sage.

Martin, G. (2003)*. Understanding terrorism: Challenges, perspectives, and issues*. Thousand Oaks, CA: Sage.

O'Donnell, C. R. (Ed.) (2001). School violence [Special issue]. *Law & Policy, 23*.

O'Donnell, C. R. (Ed.) (2003). *Culture, peers, and delinquency*. New York: Haworth Press.