

# PSY2309C: COMMUNITY PSYCHOLOGY

*We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to the big differences that we often cannot foresee.”*

— Marian Wright Edelman

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PSY2309C  
Spring 2017  
Wednesday, 2:00 – 5:50 p.m.  
Office Hrs: T/TH: 2:00 – 4:00 p.m.

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## **Course Description:**

Community Psychology's emphasis is to optimize the well-being of communities and enhance the mental health and general welfare of individuals. This semester Community Psychology will build on NDNU's strong history of community engagement by providing opportunities for students to learn and practice the social change model of leadership, collaborate with a local elementary school, and support third graders in their educational goals, including having the opportunity to attend college. Through classroom discussion, readings, and community work, students will gain the knowledge and skills needed to become an effective social change agent.

## **On and Off-Campus Community Partners:**

This class will collaborate with a number of on- and off-campus partners: NDNU's School of Education and Leadership, Sr. Dorothy Stang Center for Social Justice and Community Engagement, Carl Gellert Library, and Roosevelt Elementary School in Redwood City. The primary contact persons are:

### **Roosevelt Elementary School**

2223 Vera Avenue  
Redwood City, CA 94061  
650-369-5597  
Contact Person: Tracy Dacosta, Assistant Principal

### **School of Education and Psychology**

Notre Dame de Namur University  
Belmont, CA 94002  
Contact Person: Dr. Robert Ferrera, Professor of Education

### **Carl Gellert Library**

Notre Dame de Namur University  
Belmont, CA 94002  
Contact Person: Mary Wegmann, Library Director

### **Sr. Dorothy Stang Center for Social Justice and Community Engagement**

Notre Dame de Namur University  
Belmont, CA 94002  
Contact Person: James McGarry, Center Director

## Learning Objectives:

*Students will gain:*

- A good understanding of community engagement and the social change model of leadership.
- Leadership skills and skills needed to plan/facilitate a community project.
- A good understanding of the current crisis in education, particularly as it affects our local schools.
- A good understanding of what makes education meaningful (and accessible) to first generation, undocumented, and low income students in Bay Area communities.
- A better understanding of their role as an active citizen and change agent.

## Required Course Texts:

- *Leadership for a Better World*, Susan Komives and Wendy Wagner, Jossey-Bass Publishers, 2017.
- Other assigned readings on education, diversity, and first generation college students, including:
  - \**Children of Immigrant Families: Analysis and Recommendations*, Margie Shields and Richard Behrman. Princeton, NJ: The Future of Children, Summer 2004.
  - \**First in My Family: A Profile of First Generation College Students at Four-Year Institutions Since 1971*, Higher Education Research Institute, UCLA, May 2007.
  - \**Hitting Them Hardest When They're Small*, Chapter 2 in *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, Jonathan Kozol. New York: Three Rivers Press, 2005.
  - \**Restoring Our Schools*, Linda Darling-Hammond, *The Nation*, May 2010.
  - \**Service Learning in Context: The Challenge of Diversity*, Chapter 7 in *The Unheard Voices*, Edited by Randy Stoecker and Elizabeth Tryon. Philadelphia: Temple University Press, 2009.
  - \**What It's Like to be the First Person in Your Family to Go to College*, Liz Riggs. *The Atlantic*, 2014.

## Class Requirements:

1. Class attendance and informed/active participation  
Come to every class and arrive to class on time; absences will negatively affect your final grade. Active participation in class discussions/reflections and demonstration of your knowledge of assigned reading will be considered in the final grading. It is important that you do the assigned readings for each class. Please turn your cellphones off, and put them away. Do not text, email, check Facebook, etc. during class. This rule is not only so you will not distract yourself, but also so you will not distract others. Please also be respectful of one another – in your behavior as well as your words and tone.
2. Each student is required to come to my office to talk with me in the first two weeks of the semester. This helps me understand what your strengths are and how you can be successful in this class. Please do this by Friday, January 27, 2017.
3. Community Projects  
Students will be responsible for participating in the following community engagement project/observations. Principles of the social change model of leadership development will guide our work.

- *Visits to Roosevelt Elementary School:* We will visit Roosevelt Elementary School three times and work with three first grade classes this semester (February 1, February 22, and March 22). Before each of the visits, we will plan activities for the third graders, e.g., mentoring, reading, art, and outside games.
- *Open Book Project:* The Open Book Project is a collaborative effort between NDNU and Roosevelt. The purpose of the project is to raise funds to purchase children's books for students who do not have the resources to buy books for themselves. The project will focus on the importance of reading and how it can "open the world" for children. On April 19, 2017, Roosevelt students will be invited to NDNU for a "book celebration," where NDNU students, faculty, and staff will be available to read with the children, talk with them about college, and get to know them. [For many of the third grade students, it will be their first visit to a college campus.]

4. Take-Home Mid-Term Reflection Paper

Students are required to write a reflection paper integrating their work at Roosevelt Elementary School, classroom discussions, and the readings. Mid-term paper is due on February 22, 2017.

5. Final Paper

Students are required to write a 8-10 page paper which integrates their community work, readings, class discussions, and reflections. Guidelines for the final project will be distributed in a separate document. Final paper is due on May 2, 2017.

6. End-of-the Semester Reflection Activity

Students will be responsible for participating and facilitating a reflection activity which will be held during the scheduled final exam period on Tuesday, May 2, 2:00-3:30 p.m. This conversation will focus on the semester's experiences and Roosevelt teachers and staff will be invited. Attendance is required.

**Average Student Workload Expectations:**

Class time consists of 45 hours and students are expected to attend. [See above for attendance requirements.] Since Community Psychology is a 4-unit community engagement course, students are required to plan four community projects with Roosevelt Elementary School students. In addition, students are expected to engage in out-of-class assignments/readings over the semester. Course assignments are made in accordance with this expectation.

Workload Distribution:	Hours in Class:	45 hours
	Weekly Readings/Assignments:	45 hours
	Community Engagement Activities:	50 hours
	Final Paper/Self-Assessment:	25 hours
	Planning/Participating Final Reflection:	<u>15 hours</u>
	TOTAL:	180 hours

**Grading:**

Your final grade will be based on the **level** and **quality** of participation in:

- Attendance, classroom activities, discussions, and reflections (40%)
- Planning, facilitation, and participation in community projects (40%)
- Final paper (20%)

Specific attention will be given to the student's:

- Demonstration of understanding and knowledge of reading materials
- Demonstration of skills learned and practiced (e.g., social change model of leadership)
- Demonstration of collaborative and conscientious work
- Demonstration of active and informed participation

### **Academic Honesty and Plagiarism:**

Academic honesty is a cornerstone of our values at NDNU. Unless you are directly quoting an author and referencing his or her work, you must use your own words to express your ideas. If any of the ideas used in an assignment do not represent your original ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding the consequences of misrepresenting your work.

### **Learning Disabilities:**

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The Disability Services Specialist is Alice Wong and she may be contacted directly at [awwong@ndnu.edu](mailto:awwong@ndnu.edu) or 650-508-3670.

### **Student Athletes:**

If you are a student athlete, you are required to speak with your professor at the beginning of the semester of any conflicts between your games and class attendance, written assignments, and community projects.

### **Course Evaluations/Teaching Effectiveness Surveys**

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal from Monday, April 24 – May 12, 2017. Your feedback regarding courses and faculty is very important to NDNU, to your faculty, and to me as the instructor for this course. Please complete your course evaluations promptly. Remember: Your responses are anonymous.

## Weekly Assignments/Discussion Topics/Community Projects

Date	Topic	Reading
January 11	Welcome! What is Community Engagement/Discussion of Charity and Social Justice	
January 18	Introduction to Social Change Model Overview of Roosevelt Elementary School Planning of First Visit to Roosevelt Elementary School	Komives & Wagner, pp. xi - 77
January 25	Working with First Generation Students/ Making Education Accessible to All How to Read-Aloud to Young Readers Planning of First Visit to Roosevelt Elementary School	Assigned Readings
February 1	First Visit to Roosevelt Elementary School [Class is from 12:00 to 2:30 p.m. at Roosevelt Elementary School.]	
February 8	The Social Change Model of Leadership Reflection on First Visit to Roosevelt Planning of Second Visit to Roosevelt Elementary School	Komives & Wagner, pp. 79-143
February 15	The Current State of Education in the U.S.A. Discussion of Roosevelt Elementary School Planning of Second Visit to Roosevelt Elementary School Pass Out Take Home Reflection Midterm	Assigned Readings
February 22	Second Visit to Roosevelt Elementary School [Class is from 12:00 to 2:30 p.m. at Roosevelt Elementary School.] <i>**Take Home Reflection Midterm Due**</i>	
March 1	Individual Values/Group Values Working with Diverse Communities Planning of Third Visit to Roosevelt Elementary School	Komives & Wagner, pp. 294-392 Assigned Readings
March 6-8	Spring Break	
March 15	Planning of Third Visit to Roosevelt Elementary School Planning of Open Book Project—Create Four Planning Groups	
March 22	Third Visit to Roosevelt Elementary School [Class is from 12:00 to 2:30 p.m. at Roosevelt Elementary School.]	
March 29 & April 5	Planning of Open Book Project/Fundraising	
April 12	Final Planning of Open Book Project	
April 19	Open Book Project: Roosevelt Students spend the day visiting NDNU	
April 26	Citizenship/Becoming a Change Agent Reflection on Open Book Project	Komives & Wagner, pp. 392-446
May 2	Final Reflection/Celebration/Appreciation; Final Paper Due	