



PSY F301 W,O  
Psychology in Action:  
Psychology and Economic Injustice



**Sample Syllabus**

PSY F301 W/O Psychology in Action  
3 credits  
May be repeated once toward psychology  
major requirement

Instructor TBA

Fall or Spring, Yr, Day/Time  
Location (bldg, rm)

Office location  
Phone, email  
Office hours

**Prerequisites:**

PSY 101, ENG 111X, ENG F211X/F213X, COMM F131X/F141X, any social science research methods course, and minimum 9 credit hours of psychology coursework or permission of instructor

**Required materials:**

1. UAF email – You are expected to access your UAF email account or forward all your messages to your primary account from the UAF server.
2. Blackboard – We will use Blackboard (BB). You are expected to keep up with posted announcements, changes, assignments, and other postings. You can access Blackboard at <http://classes.uaf.edu>.
3. A flash drive for your presentations.
4. Folder or notebook to keep course handouts and returned assignments.
5. American Psychological Association. (2009). Publication Manual of the American Psychological Association

Association

(6th ed.). Washington, DC: Author.

**Required readings:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC.

Cress, C.M., Collier, P.J., & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, VA: Stylus.

Ehrenreich, B. (2011) Nickel and Dimed: On (Not) Getting by in America. Picador,

Feldman, D. B. and Silvia, P.J. (2010) Public Speaking for Psychologists. Washington, D.C.: American Psychological Association.

**Additional readings will be selected from (available electronically)**

Lott, B. and Bullock, B. (2007). Psychology and Economic Injustice: Personal, Professional and Political Intersections. Washington, D.C.: American Psychological Association.

Sensoy, O. and DiAngelo, R. Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education.

**Course description:**

Through involvement in a community project, students will explore how psychological research can be applied to address social problems. Connections between research, practice and public policy will be emphasized. Topics will be announced before each offering.

**Teaching strategies** - Methods will vary and may include lectures, discussion, interactive activities, guest speakers, field trips, and films. You will also be teaching and learning through three oral presentations and a community service project (minimum 20 hours). These presentations are emphasized to help you develop public speaking skills, solidify newly acquired knowledge and represent a critical part of your grade.

**Course Goals:** Students will have the opportunity to appreciate how psychological knowledge can be applied to community issues.

**Learning objectives:** The activities, readings, and assignments in this course should lead to your ability to:

1. evaluate the relationship between psychological knowledge and social action
2. broaden definition of 'community';
3. enhance self examination – exploring biases, values, opinions;
4. evaluate how community issues are being addressed (e.g., in media, policy decisions, legislative priorities);
5. understand community issues using multiple levels of analysis;
6. development of mindset and skills for putting knowledge to action / effect change;
7. critically evaluate how issues of social importance are being researched;
8. students will enhance their writing and oral competencies in the discipline of psychology

### **Community Involvement and Partners**

Potential partners for this class include: Fairbanks Native Association, Fairbanks Literacy Council, Fairbanks Rescue Mission, and Fairbanks Community Food Bank. Students will have the opportunity to choose to work with one of these partners.

**NOTE:** To fulfill Guidelines for Core Designators, grading is based on the following:

W Guideline A. 70% of grade is based on written materials

O Guideline A. 15% of grade is based on oral presentations

O Guideline B – 3 presentations with instructor feedback are required

**Grading:** Letter grade will be based on the following criteria:

- |     |   |
|-----|---|
| 15% | <u>3 Oral Presentations</u> ( See attached assignments for topic of psychology and social justice)<br>Presentation #1 Community partner agency/organization, CBL, relevant psychological topics, relevant psychologist or advocate<br>Presentation #2 Social policy issues<br>Presentation #3 Final report to community partner |
| 75% | <u>Writing Assignments</u><br>Draft of research report (W - Guideline D)<br>Critical review of one journal article (W -Guideline D)<br>Peer critique and response to working draft (W -Guideline D)<br>Final Research report and policy recommendations (W - Guideline B)<br>Weekly journals                                    |
| 10% | Class participation – include active participation in discussions and activities. Your attendance is critical to the success of this class  |

Note: Up to 5% extra credit will be available for utilizing the Speaker and Writing Centers to prepare writing and speaking assignments.

**Grades** will be based on total cumulative points as indicated above and assigned as follows:

A+	970-1000
A	930-969
A-	900-929
B+	870 -899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	below 600

***Tentative Course Calendar:***

- Week#1 TOPICS: Introductions, Course Overview, Community Based Learning; Social Justice  
Reading: Cress et al. Ch. 1-3
- Week # 2 TOPICS: Community partner engagement, individual student conferences (W -Guideline C)  
Resources: Writing and Speaker Centers  
DUE: Weekly reflective journals  
Reading: *Sensoy and DeAngelo* Ch. 1-2  
Cress et al Ch. 4-5
- Week # 3 Oral presentations# 1  
Reading: Cress et al. Ch. 6
- Week # 4 TOPICS: Psychology and class; Policy implications  
DUE: Critical Review due  
Reading: *Ehrenreicht*
- Week # 5 TOPIC: Poverty and psychology; Policy Implications  
Reading: Lott and Bullock (Ch 4 & 5)
- Week # 6 Oral Presentations #2  
Reading: continue research individual topics
- Week # 7 Topic: Current Policy Issues in this Community  
Guest Speaker from Arctic Alliance  
Reading: continue research individual topics
- Week# 8 TOPIC: Cultural Considerations  
DUE: Integrated Literature Review  
Guest Speaker from Fairbanks Native Assn.
- Week # 9 Topic: Immigration and Social Justice  
Film: *El Norte*
- Week #10 Topic: Guidelines for peer review  
DUE: First draft research paper
- Week #11 Topic: Racism and Oppression  
DUE: Peer edited papers  
Reading: *Sensoy and DiAngelo* (Ch.3-8)
- Week #12 Topic: Injustice and implications for counseling  
Speaker: TBA
- Week # 13 TOPIC: Assessing the Engagement Effort  
DUE: Final Paper Due  
Reading: Cress et al. (Ch. 9-10)
- Week #14 Oral Presentation #3

*Course Policies:*

- \* My primary goal is to support your success in this course. I'm happy to talk with you about content, field work issues, lectures, study strategies, and anything else you may need!!!
- \* The syllabus is subject to change. The progression of every course is dependent upon the unique dynamic between a class and instructor. Should anything in the syllabus need revision, your input will be considered. You will be notified in writing (in class and on Blackboard) of any modifications.
- \* Writing and Oral assignments are due on the day assigned. Your grade will be dropped 10% for each day they are late.
- \* You will have the opportunity to attend seminars, and we may have guest lecturers. It is expected that you show the speakers the utmost respect: arriving early, staying the entire time, ensuring electronics are silenced, and remaining quiet during the presentation.
- \* The use of personal electronic devices (cell phones, texting, laptops) is not permitted in the classroom. Activity on any device is very distracting to other students. Please ensure they are silenced.
- \* Attendance is required unless you have a documented reason. This class is heavily dependent on your participation in our community project and part of each class time will be used to move the project forward.
- \* Be on time. Showing up late is disrespectful, disruptive, and unfair to the students who do show up on time and puts you at risk for missing important information.
- \* Please consider the effects your actions have on others in the class (arriving late, loud crunching, rustling with bags & coats, speaking up too much, not respecting others perspectives, whispering while someone else is talking, etc).
- \* NEVER assume your email or phone message has been received until you receive confirmation from me!!!! Technology has a way of gobbling up assignments and messages. It is YOUR responsibility to make sure an instructor gets the message/assignment, not the responsibility of TECHNOLOGY. If it is an important message you want read or heard, YOU make sure it has reached its final destination.
- \* Take care to avoid the paranormal exponential increase in computer crashes, jump drive malfunctions, cross-platform format changes, writing center closures, and printer failures around the time things are due! These are not acceptable excuses for late assignments. PLAN AHEAD. Know the hours for Writing Center Speaker Center and Computer Labs.
- \* All assignments should be STAPLED, proof-read, and turned in on clean pages with no spiral-notebook-frillies (i.e. take pride in the final product you turn in).

*Disability Services:* The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.

*Support Services:* The Speaker Center is located on the 5<sup>th</sup> floor of Gruening. Staff is available to assist with your presentations. Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>

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This course is designated to meet oral communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

- a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations is to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involves the use of a public address system.
- b. All presentations must involve question and answer interaction. As appropriate for the discipline, it is highly desirable that there be at least one assigned respondent, with questions by other audience members encouraged.
- c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such videotaped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.
- d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
- e. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.

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This course is designated to meet writing communication intensive course according to Core Curriculum and meets requirements as detailed by the UAF Faculty Senate:

1. The lower-division writing sequence as specified in the Core Curriculum will be a prerequisite for all "W"-designated courses.
2. Instructors are encouraged to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project should be supervised in stages. If possible, a writing activity should comprise a major portion of the final examination.
4. At least one personal conference should be devoted to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
5. Written material should comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.

**ASSIGNMENTS:** Your grades will be individually assessed and based on: Organization, delivery, content, preparation, ability to answer questions and overall poise. Each presentation must have a clear introduction, body and conclusion. Students will receive instructor and peer feedback after each presentation. Submit and outline on the day of your presentation.

1. Oral Presentation #1 (5% or 50 pts) Community Partner Overview (10 minutes each)

Students will choose to work with one of three community partners. Students working with the same community partner will work together as a group to divide up the topics appropriately (we don't want to hear about agency goals three times!). The presentation(s) taken together will address the following topics?

What is the agency's overall goal and philosophy concerning clients?

What social issue(s) is/are the agency addressing?

Who are the clients? What are their demographic characteristics?

What are some of the agencies with which your site has important relationships? What do they do?

What have you been able to learn about the relationship between your agency and the surrounding community?

What local, state, and national political issues are affecting your agency and its clients?

2. Oral Presentation #2 (5% or 50 pts) Social Policy Issue

You will be asked to choose one topic related to psychology and social justice (ex. issues of poverty, class, discrimination, immigration, social policy, homelessness, etc.) that is relevant to your placement site.

To help prepare for your papers and to facilitate critical thinking about your topics each student will present one empirical journal article you are using for your paper in class (i.e., an article that describes a study). These presentations should be about 10 minutes long followed by a brief discussion of the paper. The presentations should include a description of the purpose of the study, the sample, research methodology, results, and your own thoughts/critique of the study. You need to have either a handout or use PowerPoint to aid your presentation. You also need to email me your article before your presentation so I can post it on Blackboard.

Your presentations will be evaluated based on the following criteria:

- a. quality and relevance of the article chosen
- b. completeness of the description of the study
- c. clarity of the presentation and handout
- d. thoughtfulness of your critique of the article

3. Oral Presentation #3 (5% or 50 pts) Presentation to Community Partner

Based on your field experience and academic research, provide a summary of your research findings. The presentation should be clearly connected to your field experience and relevant to the community partner. What are your findings as they related to policy recommendations? Your talk should include a handout or a PowerPoint to aid your presentation. Provide a copy to your instructor and your community partner.

Your presentation will be evaluated based on the following criteria:

- a. clarity of the presentation and the handout
- b. quality and relevance to community partners
- c. thoughtfulness of policy recommendations

## **WRITING ASSIGNMENTS**

1. **Diagnostic essay** (non-graded) During the first week of class, you will write a short essay in which you define your understanding of "social justice" By the end of the second week of class, each student will meet individually with the instructor. During that conference, the instructor will provide feedback on writing strengths and discuss areas for improvement, including mechanics, organization, style and bias in language.

2. **Weekly journals** (10% or 100 pts) Your journal provides a vehicle for reflection. By writing in your journal, you can improve your writing skills, organize your thoughts, and create a record of your activities over the semester. Type your entries in Word format, keep one document throughout the semester. Be sure to date each entry. You will receive instruction in several journal formats and can choose the one that works best for you.

3. **Critical review** of one scholarly article related to the topic you chose. (10% or 100 pts). This should be a 3-5 page paper

(excluding the cover sheet and references) written in APA style. This will be a written version of your second oral presentation. Your paper will be evaluated on the following criteria:

- a. clarity of presentation
- b. quality and relevance of the article chosen
- c. quality of writing
- d. degree of critical thinking (i.e., analysis and synthesis of ideas)
- e. appropriate use of APA style

4. **Integrated literature review** (10% or 100 pts) Once you have completed your literature search, you are ready to write the Literature Review section of your final paper. You should include at least 3 references. Use APA style. Your paper will be evaluated on the following criteria:

- a. clarity of presentation,
- b. quality of writing
- c. degree of critical thinking (i.e., analysis and synthesis of ideas)
- d. appropriate use of APA style

6. **Draft of final report** (15% or 150 pts) This paper will be 5-8 pages (excluding cover page and references). You will clearly present your findings related to the social issue you researched. You will explain how that issue is connected to your field setting. Discuss social policies which impact the issue. Summarize your policy recommendations (grounded in the research).

7. **Peer critique** (10% or 100 pts) You will be assigned a partner and exchange drafts of your reports. You will review each other's papers for writing style, grammar, mechanics, and conformance with APA style, as well as substance and style. The goal is to strengthen your partner's final paper. You will provide editing (on the copy itself) and a 1-2 paragraph summary of the paper's strengths and weakness. Provide a copy for the instructor and return the original to the writer.

8. **Final paper** (15% or 150 pts) This should be a polished version of your draft and incorporate feedback from your peer reviewer, instructor and writing center.