**HOD 3470: Community Intervention and Change**

**[formerly Community Psychology]**

**Spring 2012, Tues. 1:10-4:00, Payne 108**

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**Course Description:** This is a graduate-level introduction to interdisciplinary (primarily psychological and sociological) study of community intervention at multiple levels and from different theoretical perspectives and models of change. The course will also help students develop a thesis or project (or MAP or dissertation) topic and proposal, or an empirical paper.

The roots of the course go back to 1959, when at Peabody College, the world’s first course in community psychology (CP) was developed. CP is the study and application of psychological solutions to community-based social, mental health, and environmental problems. It also explores the relationships between stressful environments, supportive social systems, and individual and family functioning and well-being and addresses how social settings and systems can be changed in both ameliorative and transformative ways. Settings, for the purpose of this course, range from face-to-face microsystems to cultural and policy contexts. CP emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations. It focuses on prevention, self-help, empowerment, cultural diversity, and organizational, community, and societal-level action.

This course begins with meaning and theories of community; issues of diversity, difference, deviance, labeling, and stigma; and a review of social movements. We then cover theories of stress, coping, adaptation, and support; ecology and environmental influences; and social capital. The last 2/3 of the course provide an overview of approaches or models of social intervention across all targets of change from micro/meso-systems [programs for change or prevention in individuals and groups] to exo-systems [organizational and faith and residential community change] to macro-systems [policy/societal change] to global change.

**Course Objectives:** To introduce students to the basic values, historical influences, theories, and levels and methods of intervention in the psychology and sociology of community intervention, development, research & action; to analyze settings from multiple perspectives and vantage points and learn about designing and implementing social interventions; to develop a research or intervention project proposal that can lead to a thesis, project or dissertation.

**Course Format:** The course demands active class participation based not only on assigned readings, but on personal or professional experience, related knowledge, and creativity. Class meetings will be run as a seminar in which the required readings and assignments will be discussed in groups and as a class, along with student and instructor presentations. **Laptops may only be used in class to take notes or refer to readings; please do not use for any purpose outside this course.** The exact schedule of topics and reading assignments may change. Be aware of any changes, be prepared for class. Please do all of the reading on time, and participate in class. Class attendance is important and may be taken at any time.

**Graded Requirements: 12% of your grade will be based on class participation and leading a portion of class discussion of the required readings on the two weeks most relevant to your topic—note: please assume everyone has read the required readings and focus on questions you had and leading discussion of the readings, not on summarizing them.** The remaining assignments and proposal sections turned in for this class are geared toward helping students learn how to identify a topic and develop each section that by the end of the semester will become a complete draft thesis/project proposal. These draft sections and even the topic may not be exactly what you and your advisor settle on as a final proposal. But students will have learned *how* to develop a proposal and can use the draft to show prospective committee chairs and members. Weights toward the final grade are listed below. In addition, **10% of your final grade will be based on comments you make on classmates’ sections on the course website and in class.** **Students will post their sections and assignments to the online course Discussions by 2 DAYS BEFORE they will be discussed in class.** Everyone in the class is expected to read and respond to at least everyone in their feedback group within a week of when their assignments and draft sections are posted, either before or after class, and also please be prepared to raise your main questions or comments in class. Students will then have an opportunity to revise their assignments and proposal sections before they are graded a week or 2 after they are discussed in class.

**Other Policies:** For all the above, late work will lose points. Any missing units of work will be graded 0. Please talk to me if you're having problems. The Vanderbilt Honor Code governs all course requirements above. Violations include, but are not limited to, failure to properly credit sources in a paper. Students who may need disability-related accommodations should contact the Opportunity Development Center: 322-4705.

**Course Schedule with Readings, Assignments, and Class Activities (CHECK SYLLABUS SCHEDULE ON OAK OFTEN FOR ANY CHANGES):**

**1/8--Week 1: Overview of course, syllabus, requirements; Intro to community psychology; Meanings, types & significance of community; Transdisciplinary, multilevel, transactional-ecological, psycho-political validity.**

Class Activities: Go over syllabus, introductions, discuss advantages and disadvantages of: apprenticeship model & of using existing data, discuss readings

**Readings:**

**Newbrough, J. R. (1973). Community psychology: A new holism. *American Journal of Community Psychology, 1*(3), 201-211.**

**Jewkes, R., & Murcott, A. (1996). Meanings of community. *Social Science & Medicine, 43*(4), 555-563.**

[**Perkins, D.D. (2009). The death of community psychology (& the development of community research & action) in the United States: Issues of theoretical, methodological, & practical diversity*.***](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins.2009.Death_of_CP__dev_of_CRA_in_US.doc) **In C. Vazquez Rivera et al. (Eds.), *International Community Psychology: Shared Agendas in Diversity*. (pp. 285-314). San Juan, PR: Actividades de Formacion Comunitaria.**

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

**Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: the promise of psychopolitical validity. *Journal of Community Psychology, 36*, 116-136.** [**http://www3.interscience.wiley.com/cgi-bin/fulltext/117906290/PDFSTART**](http://www3.interscience.wiley.com/cgi-bin/fulltext/117906290/PDFSTART)

[**Christens, B., & Perkins, D.D. (2008). Transdisciplinary, multilevel action research to enhance ecological and psycho-political validity. *Journal of Community Psychology, 36*, 214-231.**](https://my.vanderbilt.edu/perkins/files/2011/09/ChristensPerkins.2008.Transdisciplinary-multilevel-action-research-eco-psychopolitical-validity.JCP_.pdf)

**Recommended:**

Lee, B. A., & Campbell, K. E. (1997). Common ground? Urban neighborhoods as survey respondents see them. *Social Science Quarterly, 78*(4), 922-936.

Long, N. E. (1958). The local community as an ecology of games. *American Journal of Sociology, 64*(3), 251-261.

[Maton, K., Perkins, D.D., Altman, D.G., Gutierrez, L., Kelly, J.G., Rappaport, J., & Saegert, S. (2006). Community-based interdisciplinary research: Introduction to the special issue. *American Journal of Community Psychology, 38*(1-2), 1-7.](https://my.vanderbilt.edu/perkins/files/2011/09/MatonPerkins-et-al.2006.Community-based-interdisciplinary-research-Intro-to-issue.AJCP_.pdf)

[Maton, K., Perkins, D.D., & Saegert, S. (2006). Community psychology at the crossroads: Prospects for interdisciplinary theory, research and action. American Journal of Community Psychology, 38, 9-21.](https://my.vanderbilt.edu/perkins/files/2011/09/MatonPerkinsSaegert.2006.CPatCrossroads-Prospects-for-interdisciplinary-research.AJCP_.pdf)

Rappaport, J. (1977). *Community psychology: Values, research, action*. New York: Holt, Rinehart & Winston, pp. 160-166.

Rappaport, J. (2005). Community psychology is (thank God) more than science. *American Journal of Community Psychology, 35,* 231-238. <http://www.springerlink.com/content/wx47h43416315122/fulltext.pdf>

Tebes, J.K. (2005). Community science, philosophy of science, and the practice of research. *American Journal of Community Psychology, 35,* 213-230. <http://www.springerlink.com/content/h40p5104nm005632/fulltext.pdf>

Trickett, E. J. (2009). Community psychology: Individuals and interventions in community context. *Annual Review of Psychology, 60,* 395-419. <http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.psych.60.110707.163517>

**1/15--Week 2: Diversity, difference, deviance, labeling, & stigma**

**Initial Topic Selection Assignment (3% of course grade):**

1. Post the following info re you, your tentative thesis or project topic, and relevant course readings to Discussion Board by 2 days before the first class:
   1. Your Program
   2. Do you need to develop a Master’s thesis proposal, project proposal, or something else [Major Area Paper, Dissertation, Other]? If you are doing something other than a thesis or project proposal, please email or meet with me in the next week to talk about appropriate assignments for you.
   3. Describe your topic or whatever possible topics or area you have in mind. (Be as specific as you can be at this point about your research questions.) Based on your topics, I will form 2 or 3 student feedback groups.
   4. Do you have a sponsor [faculty advisor or organization partner]? If yes, who?
   5. How involved is your sponsor in the project? Are you essentially working in apprenticeship mode as part of a larger project initiated by your sponsor? Have you talked a sponsor into working with you on an idea that is unrelated to his or her own work, or something in between?
   6. Have you identified a source of data? [If you know:] Will you use pre-existing data or collect new data? How secure is your access to the data you will use?
   7. Do you already have IRB (Vanderbilt human subjects cmte.) approval for your project?
   8. **Read the schedule of topics and readings in syllabus and choose TWO weeks to help lead class discussion based on relevance of readings to your topic and list those weeks and, optionally, which readings (6 or more over 2 weeks) on which you want to lead discussion.**

Class Activities: discuss first assignment, esp. your topic, work groups, readings

**Readings:**

**Barnes, S. (2009). “The Influence of Black Church Culture: How Black Church Leaders Frame the HIV/AIDS Discourse.” *Journal of Inter-Religious Dialogue,* *2*, 65-84.**

**Griffith, D.M., Mason, M., Yonas, M., Eng, E., Jeffries, V., et al. (2007). Dismantling institutional racism: Theory and action. *American Journal of Community Psychology, 39*(3-4), 381-392.**

**Mukolo, A., Heflinger, C.A ., & Wallston, K. (2010). The stigma of childhood mental disorders: A conceptual framework. *Journal of the American Academy of Child and Adolescent Psychiatry, 49*(2), 92-103.**

**Murry, V.M., Kotchick, B.A., Wallace, S., Ketchen, B., Eddings, K., Heller, L., et al. (2004). Race, culture, and ethnicity: Implications for a community intervention. *Journal of Child and Family Studies, 13*(1), 81-99.**

**Nation, M., Perkins, D.D., & Hughes, C. A. (ms.). “The Sins of Darkness”: A contextual model of stigma and psychosocial development among children of color living in disadvantaged neighborhoods.**

**Trickett, E.J. (2011). From ‘‘Water Boiling in a Peruvian Town’’ to ‘‘Letting them Die’’: Culture, Community Intervention, and the Metabolic Balance Between Patience and Zeal. *American Journal of Community Psychology, 47*, 58-68.**

**Recommended:**

Harrell, S.P. & Bond, M.A. (2006). Listening to diversity stories: Principles for practice in community research and action. *American Journal of Community Psychology, 37,* 365-376.

Ceballo, R., Chao, R., Hill, N. E., Le, H.-N., Murry, V. M., & Pinderhughes, E. E. (2008). Excavating Culture: Summary of Results. *Applied Developmental Science, 12*(4), 220-226.

Heflinger, C.A. & Hinshaw, S. (in press). Stigma in children’s mental health services research: Understanding professional and institutional stigmatization of children with mental health problems and their families. *Administration and Policy in Mental Health and Mental Health Services Research*.

Le, H.-N., Ceballo, R., Chao, R., Hill, N. E., Murry, V. M., & Pinderhughes, E. E. (2008). Excavating Culture: Disentangling Ethnic Differences From Contextual Influences in Parenting. *Applied Developmental Science, 12*(4), 163-175.

Mattison, E., & Aber, M. S. (2007). Closing the Achievement Gap: The Association of Racial Climate with Achievement and Behavioral Outcomes. *American Journal of Community Psychology, 40*(1-2), 1-12.

**1/22--Week 3: Ecological/transactional theory, research & interventions: The influence of environments, settings, structures & systems**

**Lit. Search Assignment (2% of course grade):**

Do a literature search related to your proposal topic using at least 2 different library scholarly databases [eg, PsycInfo, Sociological Abstracts, Proquest, PubMed, etc.] and multiple search terms in different combinations. Outline your search process, including commenting on the combination of search terms in which database you think worked best for your purposes. Save a file with the complete references & abstracts and either in that file or separately highlight which are the most important sources and note why.  
To make it manageable and useful to you, aim for keeping the most relevant 20-30 hits from your search. A broad topic and search may yield hundreds of hits, so try to narrow the search or only keep the ones that are most important for your topic. A narrow or obscure topic may have few to no hits, in which case you should broaden the topic and expand your search until you get at least 10 or so hits. Post your results to the Discussion Board BEFORE CLASS. (Unlike other written assignments, this can be posted the morning of class.)  
Note: You will be choosing one of those EMPIRICAL articles or chapters to review and critique in depth for your next assignment

## **Class Activities:** Discuss search assignments, Readings, [if time: Endnotes demo]

**Readings:**

**Shinn, M., & Toohey, S. M. (2003). Community contexts of human welfare. *Annual Review of Psychology, 54*, 427-259.** [**http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.psych.54.101601.145052**](http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.psych.54.101601.145052)

**Nicotera, N. (2007). Measuring neighborhood: A conundrum for human services researchers and practitioners. *American Journal of Community Psychology, 40*(1-2), 26-51.**

[**Perkins, D.D., & Taylor, R.B. (1996). Ecological assessments of community disorder: Their relationship to fear of crime and theoretical implications. *American Journal of Community Psychology, 24*, 63-107.**](https://my.vanderbilt.edu/perkins/files/2011/09/PerkinsTaylor.1996.Eco-assessments-of-comm.disorder-Fear-of-crime.AJCP_.pdf)

**Speer, P.W., Gorman, D.M., Labouvie, E.W., & Ontkush, M.J. (1998). Violent crime and alcohol availability: relationships in an urban community. *Journal of Public Health Policy, 19*(3), 303-318.**

**Christens, B., & Speer, P. W. (2005). Predicting violent crime using urban and suburban densities. *Behavior and Social Issues, 15*, 113-127.**

**Chesir-Teran, D. (2003). Conceptualizing and assessing heterosexism in high school: A setting level approach. *American Journal of Community Psychology,* *31,* 267-279.**

**Recommended:**

Altman, I., & Rogoff, B. (1987). World views in psychology: Trait, interactional, organismic, and transactional perspectives. In D. Stokols & I. Altman (Eds.), *Handbook of environmental psychology* (Vol. 1, pp. 7-40). New York: Wiley-Interscience.

Barker, R.G. (1968). *Ecological psychology: Concepts and methods for studying the environment of human behavior*. Stanford, California: Stanford University Press, Chapter 2 The ecological environment & Chapter 3 Behavior settings: Defining properties and varying attributes (pp. 5-34).

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*, 723-742.

[Brown, B.B., Perkins, D.D. & Brown, G. (2004). Crime, new housing, and housing incivilities in a first ring suburb: Multilevel relationships across time.](https://my.vanderbilt.edu/perkins/files/2011/09/BrownPerkinsBrown.2004.Crimenew_housingincivilities-Multilevel.HPD_.pdf) *[Housing Policy Debate, 15(2)](https://my.vanderbilt.edu/perkins/files/2011/09/BrownPerkinsBrown.2004.Crimenew_housingincivilities-Multilevel.HPD_.pdf)*[, 301-345.](https://my.vanderbilt.edu/perkins/files/2011/09/BrownPerkinsBrown.2004.Crimenew_housingincivilities-Multilevel.HPD_.pdf)

[Brown, B.B., Perkins, D. D., & Brown, G. (2004). Incivilities, place attachment and crime: Block and individual effects. *Journal of Environmental Psychology, 24*, 359-371.](http://www.observatoriodeseguranca.org/files/sdarticle.pdf)

[Brown, B.B., Perkins, D. D., & Brown, G. (2003). Place attachment in a revitalizing neighborhood: Individual and block levels of analysis. *Journal of Environmental Psychology, 23*, 259-271.](http://www.sciencedirect.com/science/article/B6WJ8-48TM928-1/2/ec7039b76e85f27dffbff21d179a6024)

[Dupere, V., & Perkins, D.D. (2007). Block types and mental health: An ecological study of local environmental stress and coping.](https://my.vanderbilt.edu/perkins/files/2011/09/DuperePerkins.2007.community_types__mental_health.AJCP_.pdf) *[American Journal of Community Psychology, 39](https://my.vanderbilt.edu/perkins/files/2011/09/DuperePerkins.2007.community_types__mental_health.AJCP_.pdf)*[, 107-119.](https://my.vanderbilt.edu/perkins/files/2011/09/DuperePerkins.2007.community_types__mental_health.AJCP_.pdf)

Earls, F., & Buka, S. (2000). Measurement of community characteristics. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of Early Childhood Intervention* (pp. 309-326). Cambridge University Press.

Freedman, D. A., & Bess, K. D. (2011). Food Systems Change and the Environment: Local and Global Connections. *American Journal of Community Psychology*.

Gorman, D.M., Speer, P.W., Gruenewald, P.J., & Labouvie, E.W. (2001). Spatial dynamics of alcohol availability, neighborhood structure and violent crime. *Journal of Studies on Alcohol, 62*(5), 628-636.

Guest, A. M., & Lee, B. A. (1983). The Social Organization of Local Areas. *Urban Affairs Quarterly, 19*(2), 217-240.

Kelly, J. G. (1968/2006). Toward an ecological conception of preventive interventions. *Becoming ecological: An expedition into community psychology*. New York: Oxford University Press. Part I Chapter 1, pp 25-42. (Available as an e-book via ACORN:) <http://acorn.library.vanderbilt.edu/uhtbin/cgisirsi/doBIblWwpk/CENTRAL/130140162/9>

Luke, D. A. (2005). Getting the big picture in community science: Methods that capture context. *American Journal of Community Psychology, 35*(3-4), 185-200.

Mayer, S. E., & Jencks, C. (1989). Growing up in poor neighborhoods: How much does it matter? *Science, 243*(4897), 1441-1445.

Moos, R. H. (1973). Conceptualizations of human environments. *American Psychologist, 28*, 652-665. <http://proxy.library.vanderbilt.edu/login?auth=vul&url=http://sfx.library.vanderbilt.edu/cgi-bin/go.pl/1PX>

Moos, R.H. & Lemke, S. (1983). Assessing and improving ecological settings. In E. Seidman (Ed.) *Handbook of Social Intervention.* Beverly Hills: Sage (143-162).

Rankin, B.H., & Quane, J.M. (2002). Social contexts and urban adolescent outcomes: The interrelated effects of neighborhoods, families, and peers on African-American youth. *Social Problems, 49*, 79-100.

Sampson, R. J. (2003). Neighborhood-level context and health: Lessons from sociology. In I. Kawachi & L. F. Berkman (Eds.), *Neighborhoods and Health* (pp. 132-146). New York: Oxford University Press.

Sampson, R. J., Morenoff, J. D., & Gannon-Rowley, T. (2002). Assessing "neighborhood effects": Social processes and new directions in research. *Annual Reviews of Sociology, 28*, 443-478.

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

Shinn, M. (1990). Mixing and matching: Levels of conceptualization, measurement, and statistical analysis in community research. In P. Tolan, C. Keys, F. Chertok, & L. Jason (Eds.) *Researching community psychology: Issues of theory and methods* (pp. 111-126). American Psychological Association.

Trickett, E. J. (2009). Multilevel community-based culturally situated interventions and community impact: An ecological perspective. *American Journal of Community Psychology, 43,* 257-266.

Wandersman, A., & Nation, M. (1998). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience, and interventions. *American Psychologist, 53*(6), 647-656.

Werner, C. M., Brown, B. B., & Altman, I. (2002). Transactionally oriented research: Examples and strategies. In R. B. Bechtel & A. Churchman (Eds.), *Handbook of environmental psychology* (pp. 203-221). New York: John Wiley & Sons.

Wilson, W. J. (1995). Jobless ghettos and the social outcome of youngsters. In P. Moen, G. H. J. Elder & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 527-543). Washington, DC: American Psychological Association.

**1/29--Week 4: Social Movements**

**Article Critique Assignment (10%):**

### Pick one of the empirical articles from last week’s search and write a *critical* review of the article, following the critical review assignment posted in Assignments on OAK. Post the critique and a pdf of the article to the Discussion Board by 2 days before class.

Class Activities: Discuss article critiques, readings

**Readings:**

**McAdam, D. (1999). *Political process and the development of Black insurgency, 1930-1970* (Intro to 2nd & 1st ed. + chapters 1-4: pp. vii-64). Chicago, University of Chicago Press.**

**Case, R., & Caragata, L. (2009). The Emergence of a New Social Movement: Social Networks and Collective Action on Water Issues in Guelph, Ontario. *Community Development, 40*(3), 247–261.**

**Recommended:**

Caniglia, B. S., & Carmin, J. (2005). Scholarship on Social Movement Organizations: Classic Views and Emerging Trends. *Mobilization: An International Journal, 10*(2), 201-212.

Castells, M. (1983). *The city and the grassroots: A cross-cultural theory of urban social movements*. Berkeley: University of California Press.

Diani, M. (1992). The concept of social movement. *The Sociological Review, 38*, 1–25.

Edwards, B., & McCarthy, J. D. (2004). Strategy Matters: The Contingent Value of Social Capital in the Survival of Local Social Movement Organizations. Social Forces, 83(2), 621-651.

Jenkins, J. C., & Klandermans, B. (1995). *The politics of social protest: comparative perspectives on states and social movements*. Minneapolis: University of Minnesota Press.

Johnston, H. (2009). *Culture, social movements, and protest*. Burlington, VT: Ashgate.

Lahusen, C. (2009). Civil societies and social movements. Potentials and problems. *Community Development Journal, 44*(4), 525-527.

Magnusson, W. (1996). *The search for political space: globalization, social movements, and the urban political experience*. University of Toronto Press.

McCright, A. M., & Dunlap, R. E. (2008). The nature and social bases of progressive social movement ideology: Examining public opinion toward social movements. *Sociological Quarterly, 49*(4), 825-848.

McFarlane, C. (2009). Translocal assemblages: Space, power and social movements. *Geoforum, 40*(4), 561-567.

Polletta, F. (2002). *Freedom is an endless meeting: Democracy in American social movements*. Chicago: University of Chicago Press.

Purdue, D. (2007). *Civil societies and social movements: potentials and problems*. Routledge/ECPR.

Robnett, B. (2005). We Don't Agree: Collective Identity Justification Work in Social Movement Organizations. *Research in Social Movements, Conflicts and Change, 26*, 201-237.

Ruggiero, V., & Montagna, N. (2008). *Social movements: A reader*. New York: Routledge.

Simon, B., Loewy, M., Stuermer, S., Weber, U., Freytag, P., Habig, C., et al. (1998). Collective identification and social movement participation. *Journal of Personality and Social Psychology, 74*(3), 646-658.

Valocchi, S. M. (2009). *Social movements and activism in the USA*. New York: Routledge.

Wall, D. (1999). *Earth First! and the anti-roads movement: Radical environmentalism and comparative social movements*. New York: Routledge.

Walsh, E., Warland, R., & Smith, D. C. (1993). Backyards, NIMBYs, and Incinerator Sitings: Implications for Social Movement Theory. *Social Problems, 40*(1), 25-38.

Wood, J. L., & Jackson, M. (1982). *Social movements: Development, participation, and dynamics*. Wadsworth.

Zirakzadeh, C. E. (2006). *Social movements in politics: a comparative study*. Palgrave Macmillan.

**2/5--Week 5: Social capital and community cognitions & behaviors**

**Assignment: Grants/Fellowships search; IRB (3%)**

1. After considering the time line and possible costs of your project, search for grants and fellowships relevant to your topic. Identify at least one very relevant funding source or multiple sources that may be more of a stretch. Include any web links to the funding program description and briefly discuss how the funding program fits your topic. Give an estimated grant/fellowship budget (incl. the total $ and how you would use the funds for your project, which can include stipend support if the source allows it).

The following resources may be useful to you:

<http://libguides.library.vanderbilt.edu/gradfunding> <http://www.ssrc.org/fellowships/>

[http://www.grants.gov/](http://www.grants.gov/" \t "_new) including: Find grant opportunities-- All discretionary grants offered by the [26 Federal grant-making agencies](http://www.grants.gov/aboutgrants/agencies_that_provide_grants.jsp)  [Search grant opportunities now.](http://www.grants.gov/applicants/search_opportunities.jsp) [National Science Foundation](http://www.nsf.gov/)

[Welcome to the Home of the Vanderbilt University Division of Sponsored Research](http://search.vanderbilt.edu/cs.html?charset=iso-8859-1&url=http%3A//www.vanderbilt.edu/dsr/dsrhome.php&qt=sponsored+research&col=vudocs&n=1&la=en)

Resources compiled by other universities: <http://staff.lib.msu.edu/harris23/grants/3socsci.htm>

<http://www.ors.duke.edu/find/student/grad/gradhumsoc.html>

2. If you have not already passed the IRB test, take the tutorial and test linked to the IRB website: <http://www.mc.vanderbilt.edu/irb/>

**Class Activities:**

Discuss research ethics in relationship to planned methods in each project.

Discuss grant search assignments and grant-writing and sources

Discuss readings

**Readings:**

**Innes, R.B. et al. John Dewey, Participatory Democracy and University-Community Partnerships. In S.L. Barnes et al (Eds.), *Academics in Action! A Model for Community-Engaged Research, Teaching, and Service.***

**[Perkins, D.D. (2010). Empowerment. In R.A. Couto (Ed.),](https://my.vanderbilt.edu/perkins/files/2011/09/25.Empowerment_chapter.penultimate_draft.doc) *[Political and Civic Leadership](https://my.vanderbilt.edu/perkins/files/2011/09/25.Empowerment_chapter.penultimate_draft.doc)* [(pp. 207-218). Thousand Oaks, CA: Sage.](https://my.vanderbilt.edu/perkins/files/2011/09/25.Empowerment_chapter.penultimate_draft.doc)**

**[Perkins, D.D., Hughey, J., & Speer, P.W. (2002). Community psychology perspectives on social capital theory and community development practice.](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins_Hughey_Speer-JCDS-33-no1-2002.pdf)*[Journal of the Community Development Society, 33](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins_Hughey_Speer-JCDS-33-no1-2002.pdf)*[(1), 33-52.](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins_Hughey_Speer-JCDS-33-no1-2002.pdf)**

**Speer, P. W. (2008). Social power and forms of change: Implications for psychopolitical validity. *Journal of Community Psychology, 36*(2), 199-213.**

**Mannarini, T., & Fedi, A. (2009). Multiple senses of community: The experience and meaning of community. *Journal of Community Psychology, 37*(2), 211–227.**

**Weninger, C., & Fraser, J. (2012). Hybrid Forms of Civic Participation in Neighborhood Redevelopment," Pp. 249-264, in *Deliberations in Community Development: Balancing on the Edge*. J. P. Rothe et al. (eds.). Nova Science.**

**Recommended:**

Bellah, R. N. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.

Bess, K. D., Fisher, A. T., Sonn, C. C., & Bishop, B. J. (2002). Psychological sense of community: Theory, research, and application. In A. T. Fisher, C. C. Sonn & B. J. Bishop (Eds.), *Psychological sense of community: Research, applications, and implications* (pp. 3-22). Kluwer Academic/Plenum.

Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology, 94*(supplement), S95-S120.

DeFilippis, J. (2001). The myth of social capital in community development. *Housing Policy Debate, 12*(4), 781-806.

[Manzo, L.C., & Perkins, D.D. (2006). Neighborhoods as common ground: The importance of place attachment to community participation and development. *Journal of Planning Literature, 20*, 335-350.](https://my.vanderbilt.edu/perkins/files/2011/09/ManzoPerkins.2006.Neighborhoods-as-common-ground.JPL_.pdf)

[Perkins, D.D., & Long, D.A. (2002). Neighborhood sense of community and social capital: A multi-level analysis. In A. Fisher, C. Sonn, & B. Bishop (Eds.), Psychological sense of community: Research, applications, and implications (pp. 291-318). New York: Plenum.](https://my.vanderbilt.edu/perkins/files/2011/09/PerkinsLong.2002.Neighborhood_sense_of_communitysocial_capital.pdf)

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*, 1-25.

Saegert, S., Thompson, J. P., & Warren, M. R. (Eds.). (2001). *Social capital and poor communities*. New York, NY: Russell Sage Foundation.

Saegert, S., & Winkel, G. (1996). Paths to community empowerment: Organizing at home. *American Journal of Community Psychology, 24*(4), 517-550.

Saegert, S., & Winkel, G. (2004). Crime, social capital, and community participation. *American Journal of Community Psychology, 34*(3/4), 219-233.

Sampson, R. J., Morenoff, J. D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. *American Sociologial Review, 64*, 633-660.

Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science, 277*(5328), 918-924.

Veenstra, G., Luginaah, I., Wakefield, S., Birch, S., Eyles, J., & Elliott, S. (2005). Who you know, where you live: Social capital, neighbourhood and health. *Social Science & Medicine, 60*, 2799–2818.

**2/12--Week 6: Stress, coping, adaptation, & support**

In class: identify & discuss for each student's topic: theoretical frameworks or models, possible research questions & hypotheses, possible research methods, potential outcomes & implications of each for making a contribution to theory, research, policy or practice.

**Readings:**

**Seidman, E. (1983). Unexamined premises of social problem-solving. In E. Seidman (Ed.), *Handbook of Social Intervention* (pp. 48-67). Beverly Hills, CA: Sage.**

**Weick, K. F. (1984). Small wins: Redefining the scale of social problems. *American Psychologist*, 39, 40-49.**

**Maton, K. I. (1989). Community settings as buffers of life stress? Highly supportive churches, mutual help groups, and senior centers. *American Journal of Community Psychology, 17*(2), 203-232.**

**Barnes, S. L. (2008). A case study of the working poor single mother experience: An analysis of the structure versus agency discourse. *Journal of Poverty, 12*(2), 175-200.**

**Pedersen, S., Seidman, E., Yoshikawa, H., Rivera, A. C., Allen, L., & Aber, J. L. (2005). Contextual competence: Multiple manifestations among urban adolescents. *American Journal of Community Psychology, 35*(1-2), 65-82.**

**Suiter, S.V., & Heflinger, C.A. (2011). Issues of care are issues of justice: Reframing the experiences of family caregivers of children with mental illness. *Families in Society, 92(2), 191-198*.**

**Recommended:**

Barnes, S. (2003). Determinants of Individual Neighborhood Ties and Social Resources in Poor Urban Neighborhoods. *Sociological Spectrum* 23(4): 463-497.

Birman, D., Trickett, E., & Buchanan, R. M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American Journal of Community Psychology, 35*(1/2), 83-101.

Sarason, S.B. (1978). The nature of problem solving in social action. *American Psychologist*, 33, 370-380.

Taylor-Richardson, K.D., Heflinger, C.A., & Brown T. (2006). Experience of strain among types of caregivers responsible for children with serious emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 14*(3), 157-168.

## **2/19--Week 7: Micro/meso 1: Systems change**

**Synthesizing Literature 2 Ways Assignment (10%):**

1. Review instructions for, and examples of, the lit review outline and matrix. Think about what matrix columns will be most relevant and helpful to you in organizing the literature on your topic. Begin to fill in your matrix. (You might start with the most relevant articles from your literature search assignment.) Revise your lit review outline in light of any refinement of your topic or new understandings resulting from filling in your matrix. Post drafts of both 2 days before class.

Post comments on matrices and outlines of others in your group.

Continue to think about your topic and research questions.

## Class Activities: Discuss lit matrices and review outlines; Discuss readings

**Readings:**

**Brown, L.D., Shepherd, M.D., Wituk, S.A., & Meissen, G. (2007). How settings change people: Applying behavior setting theory to consumer-run organizations. *Journal of Community Psychology, 35*(3), 399-416.**

**Heflinger, C.A. & Christens, B. (2006). Rural behavioral health services for children and adolescents: An ecological and community psychology analysis. *Journal of Community Psychology, 34*(4), 379-400.**

**Ruble, N.M., & Turner, W.L. (2000). A systemic analysis of the dynamics and organization of urban street gangs. *American Journal of Family Therapy, 28*(2), 117-132.**

**Foster Fishman, P. G., Nowell, B., & Yang, H. (2007). Putting the system back into systems change: A framework for understanding and changing organizational and community systems. *American Journal of Community Psychology, 39*(3-4), 197-215.**

**Tseng, V., & Seidman, E. (2007). A systems framework for understanding social settings. *American Journal of Community Psychology, 39*, 217-228.**

**Christens, B. D., Hanlin, C. E., & Speer, P. W. (2007). Getting the social organism thinking: Strategy for systems change. *American Journal of Community Psychology, 39*(3-4), 229-238.**

**Recommended:**

Cook, J.R. & Kilmer, R.P.  (2004). Evaluating systems of care: Missing links in children’s mental health research.  *Journal of Community Psychology*, *32*(6), 355-374.

Cook, J.R., & Kilmer, R.P. (2010). Defining the scope of Systems of Care: An ecological perspective. *Evaluation and Program Planning, 33,* 18-20*.*

Dryfoos, J., (1996). Adolescents at risk: Shaping programs to fit the need. *The Journal of Negro Education, 65*, 5-19.

Finch, A.J., Moberg, D.P., and Krupp, A.L. (in press). “Continuing care in high schools: A descriptive study of recovery high school programs.” Journal of Child and Adolescent Substance Abuse.

Foster Fishman, P. G., & Behrens, T. R. (2007). Systems change reborn: Rethinking our theories, methods, and efforts in human services reform and community-based change. *American Journal of Community Psychology, 39*(3-4), 191-196.

Jones, D.L., Heflinger, C.A., & Saunders, R.C. (2007). The ecology of adolescent substance abuse service utilization. *American Journal of Community Psychology, 40*, 345-358.

Kilmer, R.P., Cook, J.R., & Palamaro Munsell, E. (2010). Moving from Principles to Practice: Recommended Policy Changes to Promote Family-Centered Care. *American Journal of Community Psychology, 46*(3-4), 332-341.

Stroul, B.A., Heflinger, C.A. et al. (2010). Improving the linkage between research and system change: Making it real. *Administration and Policy in Mental Health and Mental Health Services Research, 37*, 125-127.

Weeks, M.R., Convey, M., Dickson-Gomez, J., Li, J., Radda, K., Martinez, M., et al. (2009). Changing drug users' risk environments: Peer health advocates as multi-level community change agents. *American Journal of Community Psychology, 43*(3-4), 330-344.

**2/26--Week 8: Micro/meso 2: Primary prevention & promotion programs and coalitions;**

**Assignment: Post draft Lit Review section of proposal (full proposal graded at end of semester for 50%): Post comments on drafts of others in your group.**

**Class Activities:** Discuss literature reviews: Discuss how reading the literature has led you to identify, modify or refine your research questions or project goals. Discuss the narrative structure of your literature review, and how it will serve as an argument or justification for your questions. [If time: begin discussion of possible methods]. Discuss readings.

**Readings:**

**Cohn, J. (2001). Drug education: The triumph of bad science. *Rolling Stone* (May 24), 41-42, 96.**

**Nation, M., *et al* (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*(6-7), 449-456.**

**Miller, R. L. & Shinn, M. (2005). Learning from communities: Overcoming difficulties in dissemination of prevention and promotion efforts. *American Journal of Community Psychology, 35,* 169-183.**

**Turner, W. L. (2000). Cultural considerations in family-based primary prevention programs in drug abuse. *Journal of Primary Prevention, 21*(2), 285-303.**

**Murry, V. M., Berkel, C., Brody, G. H., Gibbons, M., & Gibbons, F. X. (2007). The Strong African American Families Program: Longitudinal pathways to sexual risk reduction. *Journal of Adolescent Health, 41*(4), 333-342.**

**Kelly, J.A. (2004). Popular opinion leaders and HIV prevention peer education: Resolving discrepant findings and implications for the development of effective community programmes. *AIDS Care*, 16, 139-150.**

**Recommended:**

Biglan, A., Mrazek, P. J., Carnine, D., & Flay, B. R. (2003). The integration of research and practice in the prevention of youth problem behaviors. *American Psychologist, 58*, 433-440.

Durlak, J. A., Taylor, R. D., Kawashima, K., Pachan, M. K., DuPre, E. P., Celio, C. I., et al. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology, 39*(3-4), 269-286.

Durlak, J. A., & DuPre, E. P. (2008). Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation. *American Journal of Community Psychology, 41*(3-4), 327-350.

Freedman, D. A., Bess, K. D., Tucker, H. A., Boyd, D. L., Tuchman, A. M., & Wallston, K. A. (2009). Public health literacy defined. *American Journal of Preventive Medicine, 36*(5), 446-451.

Garces, E., Thomas, D., & Currie, J. (2002). Longer-term effects of Head Start. *American Economic Review, 92*(4), 999-1012.

Review research reports and whole website of the High/Scope Perry Research Project:  
[http://www.highscope.org/index.asp](http://www.highscope.org/index.asp" \t "_new" \o "http://www.highscope.org/index.asp)

Murry, V.M., & Brody, G.H. (2004). Partnering with Community Stakeholders: Engaging Rural African American Families in Basic Research and the Strong African American Families Preventive Intervention Program. *Journal of Marital and Family Therapy, 30*(3), 271-283.

Turner, W.L., & Hench, M.J. (2006). African-American substance use epidemiology and prevention issues. In Z. Sloboda & W. J. Bukoski (Eds.), *Handbook of drug abuse prevention* (pp. 381-391). Springer.

Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., et al. (2008). Bridging the gap between prevention research and practice: The Interactive Systems Framework for Dissemination and Implementation. *American Journal of Community Psychology, 41*(3-4), 171-181.

Weissberg, R. P., O'Brien, M.U. (2004). What works in school-based social and emotional learning programs for positive youth development. *The Annals of the American Academy, 591*, 86-97.  
<http://ann.sagepub.com/cgi/reprint/591/1/86>

Wollman, N. (unpublished). A Prevention Model for Reducing the Federal Deficit While Benefiting Society. <http://legacy.bentley.edu/alliance/documents/Prevention_Model_Wollman.pdf> - SEE ALSO http://www.measureofamerica.org/wp-content/uploads/2010/10/Open-Letter-to-the-Fiscal-Commission-10.07.101.pdf AND <http://www.policylink.org/site/c.lkIXLbMNJrE/b.7943503/k.3664/Dear_Mr_President_Sign_On_Letter.htm?msource=2012SOTU&tr=y&auid=10192582>

Yoshikawa, H. (1995). Long-term effects of early childhood programs on social outcomes and delinquency. *The Future of Children, 5*(3), 51-75.

**SEMESTER BREAK: NO CLASS**

**3/12--Week 9: Exo 1: Organizational & institutional change**

**Assignment:** Post draft introduction of your proposal on the Discussion Board.

Post comments on this sections for others in your group.

**Class Activities:** Discuss Introductions, criteria for selecting an advisor. What criteria are important to you? Discuss readings.

**Readings:**

**McKnight, J. (1995).  The careless society: Community and its counterfeits. (pp. ix-xiii, 95-123)**

**Morris, A., Shinn, M., & Dumont, K. (1999). Contextual factors affecting the organizational commitment of diverse police officers: A levels of analysis perspective. *American Journal of Community Psychology, 27*, 75-105.**

**Fraser, J., Kick, E., & Barber, K. (2002). Organizational culture as contested ground in an era of globalization: Worker perceptions and satisfaction in the USPS. *Sociological Spectrum, 22*(4), 445-471.**

[**Perkins, D. D., Bess, K., Cooper, D. G., Jones, D. L., Armstead, T., & Speer, P. W. (2007). Community organizational learning: Case studies illustrating a three-dimensional model of levels and orders of change. *Journal of Community Psychology, 35*(3), 303-328.**](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins-et-al.2007.comm_.org_.learning-levels.orders.change.JCP_.pdf)

[**Bess, K. D., Prilleltensky, I., Perkins, D. D., & Collins, L. V. (2009). Participatory Organizational Change in Community-based Health and Human Services: From Tokenism to Political Engagement. *American Journal of Community Psychology, 43*, 134-148.**](https://my.vanderbilt.edu/perkins/files/2011/09/Bess-et-al.2009.Particip-org-change.AJCP_.pdf)

[**Nation, M., Bess, K., Voight, A., Perkins, D. D., & Juarez, P. D. (2011). Levels of community engagement in youth violence prevention: The role of power in sustaining successful university-community partnerships. *American Journal of Community Psychology, 48*, 89-96.**](https://my.vanderbilt.edu/perkins/files/2011/09/Nation-et-al.2011.Levels-of-com.engagement-youth-viol.prev_.AJCP_.pdf)

**Recommended:**

Barnett, W. P. & Carroll, G. R. (1995). Modeling Internal Organizational Change. *Annual Review of Sociology*, *21*, 217-236.

[Bess, K., Perkins, D.D., Cooper, D.G., & Jones, D. (2011). A Heuristic Framework for Understanding the Role of Participatory Decision Making in Community-Based Non-Profits. *American Journal of Community Psychology, 47*(3-4), 236-252.](https://my.vanderbilt.edu/perkins/files/2011/09/Bess_Perkins_Cooper_Jones.2011.Heuristic-role-of-particip.decision-making-in-community-based-nonprofits.AJCP_.pdf)

[Bess, K. D., Speer, P. W., & Perkins, D. D. (2012). Ecological Contexts in the Development of Coalitions for Youth Violence Prevention: An Organizational Network Analysis. *Health Education & Behavior. 39*(5), 526-537.](https://my.vanderbilt.edu/perkins/files/2011/09/BessSpeerPerkins.2012.Eco-Contexts-Coalitions-YVP-Org-network-analysis.HEB_.pdf)

Cherniss, C., & Deegan, G. (2000). The creation of alternative settings. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 359-377). New York: Kluwer Academic/Plenum.

Evans, S. D., Hanlin, C. E., & Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations: A case study. *Journal of Community Psychology, 35*(3), 329–346.

Guerra, N. G., & Knox, L. (2008). How culture impacts the dissemination and implementation of innovation: A case study of the Families and Schools Together Program (FAST) for preventing violence with immigrant Latino youth. *American Journal of Community Psychology, 41*(3-4), 304-313.

Maton, K. I. (2008). Empowering Community Settings: Agents of Individual Development, Community Betterment, and Positive Social Change. *American Journal of Community Psychology, 41*, 4–21.

Mayer, J. P., & Davidson, W. S. (2000). Dissemination of innovation as social change. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 421-443). Kluwer Academic.

Fagan, A. A., Hawkins, J. D., & Catalano, R. F. (2008). Using community epidemiologic data to improve social settings: The *Communities That Care* Prevention System. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 292-312). New York: Oxford University Press.

Miller, R. L., Kobes, S. K. E., & Forney, J. C. (2008). Building the capacity of small community-based organizations to better serve youth. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 173-191). Oxford Univ. Press.

Shinn, M. & Perkins, D.N.T. (2000). Contributions from organizational psychology. In J. Rappaport & E. Seidman, (Eds.), *Handbook of community psychology* (pp. 615-641). Kluwer Academic/Plenum.

Speer, P. W., & Zippay, A. (2005). Participatory Decision-Making Among Community Coalitions: An Analysis of Task Group Meetings. *Administration in Social Work, 29*(3), 61-77.

Weinstein, R. S. (2008). Schools that actualize high expectations for all youth: Theory for setting change and setting creation. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 81-101). Oxford University Press.

**3/19--Week 10: Exo 2: Faith communities**

**Assignment:** Post draft theoretical/change/logic model or hypotheses/goals & objectives section of your proposal on the Discussion Board.

Post comments on this section for others in your group.

Think about the methodological approach you will take and discuss this with your advisor, in preparation for discussing in class.

**Class Activities:** Discuss Models or Hypotheses/goals & objectives, planned methods, Discuss readings.

**Readings:**

**Maton, K.I. & Wells, E.A. (1995). Religion as a community resource for well-being: Prevention, healing, and empowerment pathways. *Journal of Social Issues, 51*(2), 177-193.**

**Dokecki, P. R., O’Gorman, R. T., & Newbrough, J. R. (2001). Toward a community-oriented action research framework for spirituality: Community psychological and theological perspectives. *Journal of Community Psychology, 29*, 497-518.**

**Hunsberger, B., & Jackson, L. M. (2005). Religion, meaning, and prejudice. *Journal of Social Issues, 61*(4), 807-826.**

**Barnes, S. (2004). Priestly and Prophetic Influences on Black Church Social Services. *Social Problems,* 51(2), 202-221.**

**Christens, B., Jones, D. L., & Speer, P. W. (2007). Power, Conflict, and Spirituality: A Qualitative Study of Faith-Based Community Organizing. *Forum: Qualitative Social Research*, *9*(1), Art. 21,** [**http://nbnresolving.de/urn:nbn:de:0114-fqs0801217**](http://nbnresolving.de/urn:nbn:de:0114-fqs0801217)**.**

**Pargament, K. I. (2008). The Sacred Character of Community Life. *American Journal of Community Psychology, 41*, 22–34.**

**Recommended:**

Barnes, S. (2005). Black Church Culture and Community Action. *Social Forces,* *84*(2), 967-994.

Dokecki, P. R. (2009). Alternative constructions of the Catholic Church: Implications for the clergy sexual abuse crisis. In L. M. Leitner & J. C. Thomas (Eds.), *Personal constructivism: theory and applications* (pp. 339-363). New York: Pace University Press.

Jones, D. L. & Dokecki, P. R. (2008). The spiritual dimensions of psychopolitical validity: The case of the clergy sexual abuse crisis. *Journal of Community Psychology*, *36*, 148-160.

Kloos, B., & Moore, T. (2000). The prospect and purpose of locating community research and action in religious settings. *Journal of Community Psychology. Special Issue: Spirituality, religion, and community psychology, 28*(2), 119-137.

Maton, K.I. (2001). Spirituality, religion, and community psychology: Historical perspective, positive potential, and challenges. *Journal of Community Psychology, 29* (5), 605-613.

Pargament, K. I., & Maton, K. I. (2000). Religion in American life: A community psychology perspective. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 495-522). Dordrecht, Netherlands: Kluwer Academic.

**3/26--Week 11: Exo 3: Community organizing, development, mobilization & social action**

**Readings:**

**Alinsky, S. D. (1941). Community Analysis and Organization. *American Journal of Sociology, 46*(6), 797-808.**

**Alinsky, S. (1971). *Rules for radicals: A pragmatic primer for realistic radicals*. [1-page excerpt]**

**McKnight, J. (1995).  “Community Organizing in the Eighties: Toward a Post-Alinsky Agenda,” “Regenerating Community.” In *The careless society: Community and its counterfeits*. (pp. 153-172)**

**Fraser, J., & Kick, E. (2005). Understanding Community Building in Urban America. *Journal of Poverty, 9*(1), 23-43.**

[**Perkins, D.D., Crim, B., Silberman, P. & Brown, B.B. (2004). Community development as a response to community-level adversity: Ecological theory and research and strengths-based policy. In K.I. Maton et al (Eds.), *Investing in children, youth, families and communities: Strengths-based research and policy* (pp. 321-340). Washington, DC: APA.**](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins-et-al.2004.CD-as-response-to-comm-level-adversity.APA_.pdf)

**Speer, P. W., et al. (2003). The intentional exercise of power: Community organizing in Camden, New Jersey. *Journal of Community and Applied Social Psychology, 13*(5), 399-408.**

**Speer, P. W. (2008). Altering patterns of relationship and participation: Youth organizing as a setting-level intervention. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 213-228). New York: Oxford University Press.**

**Recommended:**

Castells, M. (1983). The informational city.

Fraser, J. C. (2004). Beyond gentrification: mobilizing communities and claiming space. *Urban Geography, 25*(5), 437-457.

Fraser, J., & Lepofsky, J. (2004). The Uses of Knowledge in Neighbourhood Revitalization. *Community Development Journal, 39*(1), 4-13.

Fraser, J. C., Lepofsky, J., Kick, E. L., & Williams, J. P. (2003). The construction of the local and the limits of contemporary community building in the United States. *Urban Affairs Review, 38*, 417-445. <http://uar.sagepub.com/cgi/reprint/38/3/417>

Gaventa, J. (1982).  *Power and powerlessness: Quiescence and rebellion in an Appalachian valley*.

Lukes, S. (1974).  *Power: A radical view*.

[Perkins, D.D., Brown, B.B., & Taylor, R.B. (1996). The ecology of empowerment: Predicting participation in community organizations. *Journal of Social Issues, 52*, 85-110.](https://my.vanderbilt.edu/perkins/files/2011/09/JSI.96.pdf) (issue on Grassroots Organizing)

Potts, R. G. (2003). Emancipatory education versus school-based prevention in African American communities. *American Journal of Community Psychology, 31*(1-2), 173-183.

Speer, P. W., & Hughey, J. (1995). Community organizing: An ecological route to empowerment and power. *American Journal of Community Psychology, 23*(5), 729-748. [see OAK-outline]

**4/2--Week 12: Macro 1: Assessing & informing local-to-national policies/planning that affect individuals, families, communities**

**Assignment:**

1. Post a draft methods section. This should include research/project setting, participants, measures (including for evaluation if project), and procedures (of data collection &/or intervention).
2. Post comments to colleagues in your group.
3. [IF NEEDED:] Schedule an appointment with instructor or potential advisor to discuss research or evaluation methods/data analysis

Class Activities

Discuss each student’s approach to methodology.

Discuss power analysis: How many participants do you need?

Discuss approach to data analysis (qualitative or quantitative)

**Readings:**

[**Perkins, D.D. (1988). The use of social science in public interest litigation: A role for community psychologists. *American Journal of Community Psychology*, *16*, 465-485.**](https://my.vanderbilt.edu/perkins/files/2011/09/Perkins.1988.Use-of-social-science-in-public-interest-litigation.AJCP_.pdf)

**Phillips, D. A. (2000). Social policy and community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 397-419). Dordrecht, Netherlands: Kluwer Academic.**

**Birkeland, S., Murphy-Graham, E., & Weiss, C. (2005). Good reasons for ignoring good evaluation: The case of the drug abuse resistance education (D.A.R.E.) program. *Evaluation and Program Planning, 28*(3), 247-256.**

**Shinn, M. (2007). Waltzing with a Monster: Bringing Research to Bear on Public Policy. *Journal of Social Issues, 63*(1), 215-231.**

**Heflinger, C.A., & Hoffman, C. (2008). Transition age youth in publicly-funded systems: Identifying high risk youth for policy planning. *Journal of Behavioral Health Services and Research, 35*(4), 390-401.**

**Driscoll, M.E. & Finch, A.J. (2003). School-community relations and successful schools. In R. Crowson (Ed.) School-community relations, under reform, 3rd ed. Berkeley, CA: McCutchan.**

**Recommended:**

Bishop, B. J., Vicary, D. A., Browne, A. L., & Guard, N. (2009). Public policy, participation and the third position: The implication of engaging communities on their own terms. *American Journal of Community Psychology, 43*(1-2), 111-121.

Duncan, G. J., Ludwig, J., & Magnuson, K. A. (2007). Reducing poverty through preschool interventions. *The Future of Children, 17*(2), 143-160. (compare with Yoshikawa, 1995)

Jacobs, J. (1961). *The death and life of great American cities.*

Kahlenberg, R. D. (2008). Socioeconomic school integration. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 255-270). Oxford U.

Monahan, T. (2009). Identity Theft Vulnerability: Neoliberal Governance through Crime Construction. *Theoretical Criminology,* 13(2), 155-176.

Orfield, M. (1997). *Metropolitics: A regional agenda for community and stability.*

[Perkins, D.D. (1995). Speaking truth to power: Empowerment ideology as social intervention and policy. *American Journal of Community Psychology, 23*, 765-794.](https://my.vanderbilt.edu/perkins/files/2011/09/emp-pol.proquest.pdf)

**4/9--Week 13: Macro 2: Housing & homelessness**

**Assignment:** Post draft Approach to Data Analysis/Evaluation section to the Discussion Board by 4/12.

**Class Activities:** Discuss data analysis plans and sections and pulling the whole proposal together

**Readings:**

**Wolch, J. R., Dear, M., & Akita, A. (1988). Explaining homelessness. *American Planning Association Journal, 54*(4), 443-453.**

**Shinn, M., & Tsemberis, S. (1998). Is housing the cure for homelessness? In X. B. Arriaga & S. Oskamp (Eds.), *Addressing community problems: Psychological research and interventions* (pp. 52-77). Sage.**

**Culhane, D.P., & Metraux, S. (2008). Rearranging the deck chairs or reallocating the lifeboats? Homelessness assistance and it alternatives. *Journal of the American Planning Assoc., 74*, 111-121.**

**Fraser, J. C., & Kick, E. L. (2007). The role of public, private, non-profit and community sectors in shaping mixed-income housing outcomes in the US. *Urban Studies, 44*(12), 2357 - 2377.**

**Fraser, et al. (in press). HOPE VI, Colonization, and the Production of Difference. *Urban Affairs Review*.**

[**Perkins, D.D., Larsen, C., & Brown, B.B. (2009). Mapping urban revitalization: Using GIS spatial analysis to evaluate a new housing policy. *Journal of Prevention & Intervention in the Community, 37*, 48-65.**](https://my.vanderbilt.edu/perkins/files/2011/11/PerkinsLarsenBrown.2009.Mapping_nbrd_revitalization.JPIC.pdf)

**Recommended:**

Shinn, M. (1992). Homelessness: What is a psychologist to do? *American Journal of Community Psychology, 20*(1), 1-24.

Shinn, M. (2007). International homelessness: Policy, socio-cultural, and individual perspectives. *Journal of Social Issues, 63*(3), 657-677.

Toohey, S. M., Shinn, M., & Weitzman, B. C. (2004). Social Networks and Homelessness Among Women Heads of Household. *American Journal of Community Psychology, 33*(1-2), 7-20.

[Brown, G., Brown, B.B., & Perkins, D.D. (2004). New housing as neighborhood revitalization: Place attachment and confidence among residents. *Environment and Behavior, 36*, 749-775.](https://my.vanderbilt.edu/perkins/files/2011/09/BrownBrownPerkins.2003.New-housing-as-nbrd-revital-PAconfidence.EB_.pdf)

Saegert, S. (1989). Unlikely leaders, extreme circumstances: Older Black women building community households. *American Journal of Community Psychology, 17*(3), 295-316.

Saegert, S., & Benitez, L. (2005) Limited Equity Housing Cooperatives: Defining a Niche in the Low Income Housing Market. *Journal of Planning Literature 19*, 427-239**.**

[Voorhees, C. C. W., Brown, S. R., & Perkins, D. D. (2009). The Hidden Costs of Homelessness in Nashville: A Report to the Nashville Metro Homelessness Commission.](https://my.vanderbilt.edu/perkins/files/2011/09/Costs-of-Homelessness.Final-Report.doc)

**4/16--Week 14: Macro 3: Globalization and community change**

**Assignment:**

1. Post Abstract (thesis proposal)/Executive Summary (project proposal) to the Discussion Board
2. Comment on OAK on abstracts/summaries in your group.
3. Work on revision of final draft

**Class Activities:** Present whole proposals, discuss readings, including one you choose from options A, B, C, or D below

**Readings:**

**Trout, J., Dokecki, P. R., Newbrough, J. R., & O'Gorman, R. T. (2003). Action research on leadership for community development in West Africa and North America: A joining of liberation theology and community psychology. *Journal of Community Psychology, 31*(2), 129-148.**

**Lykes, M. B., Blanche, M. T., & Hamber, B. (2003). Narrating survival and change in Guatemala and South Africa: The politics of representation and a liberatory community psychology. *AJCP, 31*(1-2), 79-90.**

**Perkins et al (ms.) Conditions for the Growth of Community Psychology: China as a Case Study.**

[**Xu, Q., Perkins, D.D., Chow, J.C. (2010). Sense of Community, Neighboring, and Social Capital as Predictors of Local Political Participation in China. *American Journal of Community Psychology, 45(3-4)*, 259-271.**](https://my.vanderbilt.edu/perkins/files/2011/09/XuPerkinsChow.2010.SoCnbrgsocial_capital_pred_local_pol_particip_in_China.AJCP_.pdf)

**Wegman, H., Fisher, B.W., Geller, J., Lunn, L.M., Palmer, N.A., Perkins, D.D., Mihaylov, N., Partridge, W.L., & Shields, S. The Fieldschool in Intercultural Education as a Model for Immersive Action-Research Training and Service-Learning. In S.L. Barnes et al (Eds.), *Academics in Action! A Model for Community-Engaged Research, Teaching, and Service.***

**+ Choose one:**

**A. Any chapter from Reich, S. M., Riemer, M., Prilleltensky, I., & Montero, M. (Eds.). (2007). *International community psychology: History and theories*. New York: Springer.**

**B. Any article from *AJCP (2009) vol. 44,* #1, pp. 76-173: sp. issue on International community psychology** <http://www.springerlink.com.proxy.library.vanderbilt.edu/content/0091-0562/44/1-2/>

**C. Any article from *Journal of Prevention & Intervention in the Community* (2010) v. 38 #1 sp. issue on community psychology in Italy** <http://www.tandfonline.com.proxy.library.vanderbilt.edu/toc/wpic20/38/1>

**D. Any article from *Psychosocial Intervention/Intervención Psicosocial (2011) vol. 20,* #3: sp. issue on Psychosocial Studies of Migration and Community** <http://www.psychosocial-intervention.org/&lang=en&articulo=&numero=20111114102752281000>

**E. Any article from *Community Development Journal*.**

**Recommended:**

Lenzi, M., Vieno, A., Perkins, D. D., Santinello, M., Elgar, F. J., Morgan, A., et al. (2012). Family Affluence, School and Neighborhood Contexts and Adolescents’ Civic Engagement: A Cross-National Study. *American Journal of Community Psychology, 50*(1-2), 197-210.

Lenzi, M., Vieno, A., Santinello, M., Perkins, D.D. (in press). How neighborhood structural and institutional features can shape neighborhood social connectedness: A multilevel study of adolescent perceptions. *American Journal of Community Psychology.*

Ortiz-Torres, B., Serrano-Garcia, I., & Torres-Burgos, N. (2000). Subverting culture: Promoting HIV/AIDS prevention among Puerto Rican and Dominican women. *AJCP, 28*(6), 859-881.

Palmer, N., Perkins, D.D., & Xu, Q. (*2011*). Social capital and community participation by migrant workers in China. *Journal of Community Psychology, 39*(1), 89-105.

Palmer, N., & Perkins, D.D. (2012). Technological Democratization: The Potential Role of IT in Social and Political Transformation in China and Beyond. *Perspectives on Global Development and Technology, 11*(4),456-479.

Robinson, J., & Perkins, D.D. (2009). Social development needs assessment in China: Lessons from an international collaborative field school in Guangxi Zhuang Autonomous Region. *China Journal of Social Work, 2*(1), 34-51.

Schensul, S. L., Nastasi, B. K., & Verma, R. K. (2006). Community-Based Research in India: A Case Example of International and Transdisciplinary Collaboration. *American Journal of Community Psychology, 38*(1-2), 95-111.

Schensul, S. L., Saggurti, N., Singh, R., Verma, R. K., Nastasi, B. K., & Mazumder, P. G. (2009). Multilevel Perspectives on Community Intervention: An Example from an Indo-US HIV Prevention Project in Mumbai, India. *American Journal of Community Psychology, 43*(3-4), 277-291.

Wingenfeld, S., & Newbrough, J. R. (2000). Community psychology in international perspective. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 779-810).

Freire, P. (1970). Pedagogy of the oppressed. [Foreword, Preface, chapters 1, 2 + last 2 pages of chapter 3]

Kawachi, I., & Wamala, S. P. (2007). *Globalization and health*. New York: Oxford University Press.

Wilkinson, R. G., & Pickett, K. (2009). *The spirit level: Why more equal societies almost always do better*. London: Allen Lane/Penguin. <http://www.equalitytrust.org.uk/>

**4/23-- Final proposals due**. See Sections above. For purposes of this class, the proposal, exclusive of references and appendices, should be 16-24 DS pages, and in APA style unless you and your advisor have identified an alternative publication format.