

SYLLABUS

FALL 2013

PSY 750 – Human Resource Development

Wednesdays, 4:10-6:55, 724 Poe Hall

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Office Hours: M W 3-4, and by appointment.

Course Description

This course explores theory and research about empowering individuals and communities to advance their interests, in particular in relation to a broad array of educational, economic, and social justice issues. The readings are selected to relay the importance of communicating ideas that are relevant and accessible, engaging in social change efforts to enhance scientific judgment and insight, and developing robust scientifically informed theories and research projects to recognize the realities and possibilities of social change efforts. Class discussions and writing assignments are designed to provide students' with opportunities to develop skills and experience in the thoughtful exchange of ideas, arguments, reasoning, and persuasion.

Course Requirements

In addition to writing exercises in class, students will be required to complete 3 10-page essays, each worth 25% of the course grade. These papers will give students the opportunity to summarize and synthesize ideas across readings, distill key insights from them, and describe the limitations and strengths of the work. Class participation is worth 25% of the course grade. Class participation includes developing a set of readings and leading a discussion on the topic for one class session, in collaboration with class colleagues and in consultation with me. Active and informed participation in all class discussions is required.

This course is offered in seminar format to provide students with the opportunity to engage in active scholarly exchange and lively debate in a supportive learning environment. Classrooms are small communities and your attendance, participation, and preparation enrich that community. In order to encourage participation and preparation, students will:

- Attend regularly and participate actively as a statement of commitment to the course community
- Come to class prepared to discuss scheduled readings
- Write three 10-page essays on course readings, distributed across the semester as indicated on the syllabus
- Develop and lead discussion about a topic chosen in collaboration with a team, for one class session
- Develop and improve abilities to communicate knowledge and insight from theory and research about social change

Grading

Grades will be on the ABCDF scale with +/- grades. The letter grade will be based on the 3 papers (25% each), and attendance and thoughtful participation in class discussions (including team topic presentation) (25%). It is anticipated that letter grades for this course will be assigned according to the scale below, although these grade cutoffs may be lowered at the discretion of the instructor. They will not be raised.

A+	≥ 96.7%
A	≥ 93.4% and < 96.7%
A-	≥ 90% and < 93.4%
B+	≥ 86.7% and < 90%
B	≥ 83.4% and < 86.7%
B-	≥ 80% and < 83.4%
C+	≥ 76.7% and < 80%
C	≥ 73.4% and < 76.7%
C-	≥ 70% and < 73.4%
D+	≥ 66.7% and < 70%
D	≥ 63.4% and < 66.7%
D-	≥ 60% and < 63.4%
F	< 60%

Essays

In addition to in-class writing assignments, you will be required to write three 10-page essays (double-spaced, not including references), due by the start of class on the day the essays are due. In each essay, you should summarize the key points of the readings selected, discuss how they relate to each other and to the course overall. I do not expect you to cover every point in every selected reading -- instead, focus on those issues that you see as critical to the topic at hand and/or of greatest interest. The essays are meant to (1) provide you with practice in distilling and synthesizing the key points of authors' arguments, (2) push you to think critically about the readings and how they relate to each other, (3) encourage you to think about both the strengths and weaknesses of an approach/perspective, and (4) thereby help you prepare for, contribute to, and benefit from the course and graduate study. You are required to complete three essays over the semester, distributed across the semester as indicated on the schedule of readings. Citation format is APA. Students may choose to write 4 papers, and I will use the strongest 3 papers in calculating the course grade. Dates due on these papers are: September 18, October 16, November 6, and December 11 (optional).

Team topics and discussions

You will participate in selecting the topic and readings for one class session, and then collaborate with team members to present that material and lead the session discussion. On the day of that discussion, you and team members will be responsible for presenting brief synopses of the articles as a starting point for the discussion, including necessary background information, the hypotheses addressed, the methods used, the results, and the conclusions drawn. You should end your presentation by posing

questions of relevance to the articles and previous discussions in this course, then facilitate the discussion that follows.

Policies

Policy on Late Written Assignments. Written assignments will NOT be accepted late, subject to university policies regarding excused absences.

Policy on Absences. Attendance is required in this course. Make-up assignments for absences will be allowed only when supporting documentation is provided as per university policies regarding excused absences. For more information, see:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

Policy on Academic Integrity. Students are expected to adhere to the University policy on academic integrity found in the Code of Student Conduct. The University policy on honesty and academic integrity can be found at:

<http://studentconduct.ncsu.edu/policies-and-procedures>

It is my understanding and expectation that the submission of any assignment means that you neither gave nor received unauthorized aid on that assignment. Giving or receiving unauthorized aid may result in an F for this course as well as more severe disciplinary penalties.

Students with Disabilities. This course adheres to the NCSU policy on working with students with disabilities. This policy can be found at:

<http://policies.ncsu.edu/regulation/reg-02-20-01>

and in the NCSU Handbook for Advising and Teaching. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at the Student Health Center Building, Suite 2221, Campus Box 7509, 515-7653; TTY: 919-515-8830.

Email: disability@ncsu.edu

<http://www.ncsu.edu/dso/>

Readings

There is one book for this course.

Friere, Paulo (1970 [2012]). *Pedagogy of the oppressed*. New York, Continuum.

Other readings are provided via the e-book library (NC State Library) and .pdf files on the moodle website. You will need to establish an e-book account (via the library website) to download the ebook materials, but you can also create a bookshelf of readings in the e-book option. You will need the software program, Acrobat, to read and download the .pdf files. If you need to download the free software, go to:

<http://www.adobe.com/products/acrobat/readmain.html>

Schedule

August 21 – Overview, Moodle Materials, Expectations, Questions, Writing Exercise

Section I. Communicating about Psychology and Social Change.

August 28 – Two chapters from Howard Becker's *Writing for Social Scientists*. "Persona and Authority," and "Risk" (by Pamela Richards). Learning how to think about how you represent yourself while communicating with others. (pdf)

September 4 – *This Changes Everything: Writings from Occupy Wall Street* (2011), available as e-book via NC State library. Discussion will focus on writings and perspectives in the book, analysis of the organizational strategies of the movement as a whole, and a news video (PBS) and a short documentary.

September 11 – Paulo Freire (1970), *Pedagogy of the Oppressed*. New York: Continuum. Class-based analysis of stability and change in social relations. (to buy)

September 18 – **Paper #1 due at beginning of class. To include Aug. 28, Sept. 4, and Sept. 11 material.**

International Perspectives

- Edna Bonacich, Sabrina Alimahomed, and Jake Wilson (2008). The racialization of global labor. *American Behavioral Scientist* 52, 342-355.
- Eileen Otis (2008). The dignity of working women: Service, sex and the labor politics of localization in China's city of Eternal Spring. *American Behavioral Scientist* 52, 356-376.

II. Provoking and Promoting Social Change

September 25 – Theory and method in research on social change

- Emina Subašić, et al. (2012). Where to from here for the psychology of social change? Future directions for theory and practice. *Political Psychology* 33, 61-74.
- Mary Brydon-Miller (1997). Participatory action research: Psychology and social change. *Journal of Social Issues* 53, 657-666.

October 2 – Possibilities and limitations in the psychology of social change

- Mark Snyder (2009). In the footsteps of Kurt Lewin: Practical theorizing, action research, and the psychology of social action. *Journal of Social Issues* 65, 225-245.
- Brett Stoudt, Madeline Fox, and Michelle Fine (2012). Contesting privilege with critical participatory action research. *Journal of Social Issues* 68, 178-193.

October 9 – Fall Break

III. Innovations, Interventions, and Experiments

October 16 – **Paper #2 due. To include Sept. 18, Sept. 25, and Oct. 2 material.**

Adoption and implementation issues

- James Dearing (2008). Evolution of diffusion and dissemination theory. *Journal of Public Health Management Practice* 14, 99-108.
- Rita Noonan, Katherine Wilson, & Shawna Mercer (July 2012). Navigating the road ahead: Public health challenges and the interactive systems framework for dissemination and implementation. *American Journal of Community Psychology* (online first).

October 23 – Examples of interventions and evaluation

- Robert Flewelling et al (June 2012). Reducing youth access to alcohol: Findings from a community-based randomized trial. *American Journal of Community Psychology* (online first).
- Holly Angelique (2002). Promoting political empowerment: Evaluation of an intervention with university students. *American Journal of Community Psychology* 30, 815-833.

October 30 – Stereotypes

- Margaret Shih, Todd Pittinsky & Nalini Ambady (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science* 10, 80-83.
- Toni Schmader and Alyssa Croft (2011). How stereotypes stifle performance potential. *Social and Personality Psychology Compass* 5/10, 792-806.
- Heather Johnson et al. (2012). An experimental study of the effects of stereotype threat and stereotype lift on men's and women's performance in mathematics. *Journal of Experimental Education* 80, 137-149.

November 6 – **Paper #3 Due at beginning of class. To include Oct. 16, Oct. 23, and Oct. 30 material.**

Team topic: readings to come

November 13 – Team topic: readings to come

November 20 – Team topic: readings to come

November 27 – Thanksgiving Holiday Break

December 4 – Last class – Review/overview/pulling it together

Last Paper (optional) Due at 4 PM, Wednesday December 11. Should include course overview with attention to team topics.