PRELIMINARY SYLLABUS
PSYC 480-61: Psychology and Social Engagement: An Integrative Seminar
Spring Semester 2014
Fisher Hall 617
Mondays, 6:00 p.m. – 8:40 p.m.

Susan G. Goldberg, Ph.D., J.D., Assistant Professor
Preferred form of contact is email: goldbergs@duq.edu
You can also call me at 202-288-6470 or 412-995-8841 (no text on 412 #)
Dr. Goldberg’s Office: 529 College Hall
Office Hours: Thursdays 3:30 – 5:30 p.m.; other times by appointment

Teaching Assistant: Laura Lowe, Our Community Engagement Scholar
Email: lowel@duq.edu. Phone (no text): 412-328-6378;
Text (no phone): 973-821-3037. Contact her for her office hours

PURPOSE OF THE COURSE

This course is a senior-level seminar designed to help students integrate and apply their studies in psychology in a community engagement setting. The interrelationship of psychology and community engagement will be explored. The course consists of both academic learning and a community engagement project, which are interrelated. The course is required for all senior Psychology majors and fulfills the community engagement requirement of the University Core Curriculum.

LEARNING GOALS AND OUTCOMES.

By integrating learning with service, this course is intended to be one of the culminating experiences in your undergraduate study of psychology. The learning goals of our entire curriculum, all of which are particularly important in this course, are as follows:

- Understand the fundamental concepts, issues, and interest areas of psychology, both as a human science and a natural science.

- Think critically and creatively about human psychology and life as a whole.

- Communicate effectively.

- Be critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity.

- Work with and apply ethical principles, both personally and in service.

- Become prepared for careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services.

- Cultivate your potential as distinctive individuals and participants in society.
ACADEMIC CONTENT

The central theme of the integrative seminar is the investigation of the relationship between human beings and the places and communities they live in. How do community and individual interrelate? How are stories created? What is community trauma and how does it relate to individual trauma?

You will integrate what you have learned as a human being in places and communities and from other psychology classes. The focus of this particular class is individual and community trauma. We will read about trauma and investigate it in the interviews we do.

COMMUNITY ENGAGEMENT

The core questions that guide our community engagement project include these:

- What does it mean to be a participant in a community?
- What is the role of psychology in a community? In a minority community?
- What is qualitative research?
- What does it mean to meet the other? What does it mean to do research involving people?
- How do people tell oral histories? How do they construct stories? What do they mean?
- What is self as told in a story? Is it constructed?
- What is memory? What is shared memory? Forgotten?
- Whose story is it? What about stories of the community?
- What happens when a community experiences displacement? Multiple times?
- What is the history of the Hill District?
- What is the African American culture in Pittsburgh?
- What is the interaction between the two?
- What are the stories of the Hill District? Of African American culture? In Pittsburgh?
- How do we interview people? How do we listen?
- What is individual and community trauma? How might it arise or be reflected in an interview?

Psychology, particularly via a human science approach (as in our department), sees psychological life as woven into culture, community, and humankind’s relationship with the natural world.

READINGS

Most of the readings are excerpts of much longer works. All of the readings are provided on Blackboard. Please print out all readings. It might be useful to acquire a large loose-leaf binder and three-hole punch to retain and organize all readings and handouts. Please bring the currently assigned reading to class. I sometimes do close readings of the text.

ELECTRONIC PORTFOLIO

If you are a psychology major and you have already taken or are currently taking PSYC 102 (Orientation to the Psychology Major) you must upload at least one assignment from this class to your Blackboard portfolio. You may do this at any time during the semester, but it must be done
by the end of classes. We will be in touch about the final deadline. You cannot receive your grade from this class until after you have done this.

GRADING

The components of the grades are as follows:

A. Attendance.

Attendance is required and is taken at every class. You will have to withdraw from class if you have more than ONE unexcused absence. I will consider excusing you ONLY if you have a significant health concern or family issue. There is no “free” absence. If you are absent, it must be for a health concern or family issue. If you miss more than one class unexcused, your grade will be reduced.

Performing the community engagement activities is also required. There are no exceptions. Failure to complete them will also result in a lowered grade or a failure.

B. Class discussion and community engagement activities – 50% of grade.

This is for class discussion and classroom activities as well as the community engagement activities. It includes:

- All of the community engagement activities discussed below.
- Participating in all class activities.
- Doing all assignments.
- Responding to all emails from Blackboard.
- Participating in each Blackboard discussion thread timely.

C. Journal – 50% of grade

You will maintain an ongoing journal in which you discuss your thoughts and reactions to each reading, community engagement activity, and related experiences. This will be turned in twice during the semester, once at midterm time and once as the final exam.

BLACKBOARD

I will be using Blackboard. Writing assignments, the syllabus, PowerPoint slides, the final exam, and other materials will be placed on Blackboard. If you do not know how to use Blackboard, please visit the tutorial at: www.blackboard.duq.edu.

SERVICES

Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. If you think you have a disability requiring accommodations, you must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412) 396-6657 in order to receive reasonable accommodations in this course. Once a disability is officially documented at Duquesne by this
office, and with your permission, instructors will receive letters outlining the reasonable accommodation they are required to make. Once I have received this letter, you and I should meet to coordinate the way these will be implemented in this course. For more information, go to http://www.fdss.duq.edu/specialstudentservices.htm.

Support services: Duquesne provides a variety of support services to help you manage your many academic demands.

- **The University Counseling Center** (308 Administration Building, Tel (412) 396-6204) provides personal and career counseling services.

- Reference librarians in the **Gumberg Library** (askref@duq.edu, Tel (412) 396-6133) provide research assistance.

- **The Learning Skills Center** (Ground floor Administration Building, Tel: (412) 396-6034) provides tutoring in all subject areas.

- **The Writing Center** (216 College Hall, Tel: (412) 396-5209) assists students in developing your writing skills. It provides intensive one-on-one tutoring in substantive writing problems, such as thesis statements, organization and form, and the development of ideas, as well as the basic concepts of grammar, usage, and style. If I believe you need help with your papers or exams, I may refer you to the Writing Center. I hope you take advantage of this service, since your tuition includes this service. Also, it often takes several years to master good writing techniques and good writing skills will benefit you throughout your life.

**Academic Integrity:** As you know, Duquesne has a strong reputation for academic excellence, including adherence to its Academic Integrity Policy. As members of a community of scholars, we embrace the values that sustain its vitality, excellence, honesty, integrity, trust, fairness, respect, and responsibility. Duquesne does not tolerate acts of plagiarism and cheating, as well as other violations of academic integrity.

Some students may be confused or unsure about how or when to cite external sources, including from material found on the internet. Also, students coming from other cultural traditions may be accustomed to different standards for acknowledging credit in their home country than those that prevail here. All students need to learn how to paraphrase source materials and cite references properly, according to the demands of scholarship at Duquesne. Please review carefully Duquesne’s Academic Integrity Policy, which includes further definitions of plagiarism and cheating. You will find the Policy at http://www.sites.duq.edu/academic-affairs/_pdf/academic-integrity-policy.pdf. Ignorance of Duquesne’s Academic Integrity Policy is not an excuse.

**OTHER POLICIES AND EXPECTATIONS**

- Please be punctual to class, all appointments, and all community engagement activities.

- Please turn cell phones off during class. No texting during class, ever!

- Unless otherwise specified, papers are due at midnight of the evening of the due date.

- Unless otherwise specified, please submit journals and other submissions on Blackboard. Email a paper to me ONLY if you are unable to submit it on Blackboard or if I ask you to email it to me. My email address is goldbergs@duq.edu.
REQUIRED ACTIVITIES

Our community engagement project will take place in cooperation with Focus Pittsburgh. Here are the activities you are required to perform for the class:

1. **Learn about African American life in Pittsburgh (DO AT LEAST TWO).** For each, write in your journal about your experience and discuss in class. I will provide more information about events but you should be finding them also.
   - Go to a Hill Collaborative meeting.
   - Go to the Carnegie Museum and explore the Teeny Harris exhibit archives.
   - Go to the August Wilson Center for African American Culture and see at least one exhibit or performance.
   - Attend a cultural activity at Hill House.
   - Find another activity about African American culture.

2. **Go to Focus Pittsburgh on February 1, 2014 (Saturday) for tour and introduction. We will meet at Freedom Plaza (see below).** This will be given by Paul Abernathy, Director of Focus Pittsburgh. This will be 2-3 hours.

3. **Participate in the Lenten Food Drive.** You will have to bring food or money or bring food to Focus Pittsburgh. Food is due in class on April 7, 2014 (later if you deliver directly to Focus Pittsburgh).

4. **Provide service at Focus Pittsburgh.** Three hours during the course of the semester.

5. **Participate in the interview project with Focus Pittsburgh** (these tasks will be done in teams of two). This will involve:
   a. As a team, participating in one interview (with Laura Lowe or Dr. Goldberg);
   b. As a team, transcribing the interview as a team;
   c. As a team, writing up a summary of the interview (what we call a “vulnerable observer” writeup); and
   d. Participating in the Focus Pittsburgh community day on April 26, 2014, when there will be a Public Reading of the findings and you will interact with community members.

6. **Do CITI training first week.** See handout.

7. **Do readings and other assignments.**

8. **Write an entry in your journal each week.**
SCHEDULE

January 13, 2014

Assignments before class:

- Do CITI project

Topics in class:

- Review of syllabus
- Introductions all around
- Introduction to course; introduction to community service
- Start of “meeting the other” exercise

January 20, 2014 – no class but cultural events at the August Wilson Center

January 27, 2014

Assignments before class:

- Finish CITI if you haven’t finished before.
- Post your CITI certificate on Blackboard.

Topics in class:

- Hearing from former students in the course.
- Discuss cultural activities.
- Finish exercise on Meeting or Encountering the Other.
- Introduction to first area of literature review: Introduction to qualitative research.
- Discuss Behar. Questions to consider: How does one share someone else’s voice? How does it change when you are the presenter or writer?

February 1, 2014 (Saturday): class excursion to Focus Pittsburgh

Meet at 10:30 at Freedom Plaza (Crawford and Centre) or at 10:45 at Focus Pittsburgh, 2228 Centre Avenue, Pittsburgh, PA 15219 412-261-1234. Monday - Friday: 9:00 AM to 4:30 PM. Saturday: 12:00 Noon to 4:00 PM.

February 3, 2014

Assignment before class:

Topics in class:

- Continue to discuss Behar.
- Discuss Greenspan. Questions to consider: what is a witness? How can one share that which is unbearable? How are stories constructed? What is truth in a story?
- Discuss cultural activities.
- Kristalnacht Vulnerable Observer exercise.

February 10, 2014

Assignments before class:


Topics in class:

- Discuss reading. Questions to consider: What was it like to leave your life forever to come to something new and unknown? How does that history affect life today for African Americans in Pittsburgh?
- Discuss cultural activities.
- Vulnerable Observer exercise with photos (Holocaust; Teeny Harris

February 17, 2014

Assignments before class:

- Do a Vulnerable Observer writeup of some aspect of the article (put it in your journal and bring a hard copy to class).

Topics in class:

- Discuss cultural activities.
- Discuss Simms’ article. Question to consider: What is the story of the Hill District?
- Read Vulnerable Observer writeups.
- Start watching Wiley Avenue Days.
- Set up teams and team assignments.
February 24, 2014

Assignments before class:


Topics in class:

- Discuss cultural activities.
- Discuss Fullilove. Questions to consider: What do you think of the construct of “root shock”? Is it persuasive to you? How did this process impact Pittsburgh? How is it still present?
- Discuss Teeny Harris exhibit and review exhibit book.
- Finish Wiley Avenue Days.

March 3, 2014 – Spring Break

First half journals due March 2, 2014 at midnight

March 10, 2014

Assignments before class:

- Read two interview transcripts from Fall 2013 Semester and listen to one or more recordings.

Topics in class:

- Review the process of qualitative research.
- Learning how to interview.
- Various exercises on meeting the other.
- Practice interviews in class.

April 7, 2014 – Lenten Food Drive – due date for bringing food to class

March 17, 24, and 31, and April 7 and 14, 2014

Assignments before class:

- Participate in interviews.
- Type up transcripts.
Topics in class:

- Presentations on interviews.
- Class discussion: What themes have emerged across the interviews? Are there themes relating to individual, community, and cultural trauma? How do the interviews relate to the literature review (the readings, movies, tours, cultural activities(322,967),(461,997), and prior interviews)?
- Analysis of 1-2 interviews, using method from *The Unsayable*.

April 21, 2014 – Easter break

April 23, 2014

Assignments for class:

- Prepare for Public Reading
- Rehearse your excerpts to read.

Topics in class:

- Prepare for Public Reading.
- Rehearse.
- Discussion of themes and a transcript, time permitting.

April 26, 2014 – Public event at Focus Pittsburgh – attendance required

April 28, 2014

Assignments for class:

- Reflect on your experience at the Public Reading.
- Reflect on your learning through the entire course.

Topics in class:

- Analysis of a transcript (time permitting).
- Review of semester: debrief and review Public Reading and whole course.

**Final Journals** due Monday, May 5, 2014 (date that is scheduled for final exams). No extensions permitted.