

Psychology 4650: Psychology of Oppression and Social Change

Fall 2014

(Wed 2:00 - 4:15 PM, 240 Gilmer)

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Office Hours: Monday 11-12:30

This course will focus on an analysis of oppression, empowerment and liberation. Also, the course will discuss methods and strategies aimed at its amelioration of oppression in modern American society. Topics to be covered are the definition of oppression, social impact of oppression, including racial, economic, sexual discrimination, alienation, and loss of self-esteem. Moreover, we will talk about the role of privilege in the maintenance of an oppressive society.

This is a seminar. I expect each student to do the assigned reading and participate in a class discussion. Generally, we will spend one class period on each topic.

Your grade will come from 6 sources. You are expected to 1) collect a bibliography of at least 25 references that go beyond the assigned class reading; 2) produce an annotated bibliography using at least 15 of the 25 references and a summary thought paper that is 700 words; 3) write a 4000-word literature review paper; 4) present paper topic to class; 5) share 10 examples of oppressive incidences throughout the semester and 6) actively participate in class discussion throughout the semester. ***NOTE: All submitted written assignments must be typed, double-spaced, with 1-inch margins and submitted to the COLLAB.***

In order to do the written aspects of these requirements, you will have to choose a topic relevant to psychology oppression and psychology. It is expected that all of your written work will come from your chosen topic. The criteria for each requirement follow the schedule of class activities and discussion (i.e., beginning about page 4). If you intend to use this class to fulfill either of the Second Writing Requirement, please let me know.

<u>Requirements</u>	<u>Due Date</u>	<u>% of Grade</u>
Bibliography + 3 Annotated Bibliographies	Sep 17	10%
15 Annotated Bibliographies and a Summary Thought Paper (including purpose and relevance statements)	Oct 22	25%
Review Paper (including cover page and outline of paper)	Dec 6	35%
12 Weekly Media Examples	As assigned	10%
Paper Presentation	as assigned	10%
Active Participation in Class Discussions	Dec 12	10%

Late Assignment Policy: Expect your grade to be a whole letter lower when turning in assignments beyond the deadlines. Thus, if your work merited an A, if you turned the work in late, you should expect a B.

All assignments are due by the class meeting time of the assigned date and should be given to me during class. If you are turning in an assignment late, place it in my mailbox in the hallway outside of Gilmer 102. All assignments placed in my mailbox must be stamped with the time and date by the receptionist in the front office (Gilmer 102) between 8:30 a.m. and 4:30 p.m.

Policy on Extensions: It is my policy that any student requesting additional time to complete semester work, will be permitted to do so with the understanding that any late assignment is subject to the Late Assignment Policy. In addition, written assignments turned in after Dec 6 will require the submission of an extension of time petition, which must be approved by your academic dean and me.

Class Attendance: You are expected to come to every class on time. The following policy will be strictly enforced:

- Class attendance will be recorded based on a sign-in sheet. You should sign the sheet each and every class you attend.
- If you are more than five minutes late for class, it will be noted. If you have more than 3 absences or latenesses, you will fail to earn all available points for the co-leadership assignment. I caution you that 3 absences will drop your grade in this category by a whole letter.
- There are no excused absences. Generally one or two missed classes will not greatly affect your grade. Since participation points represent a combination of participation and attendance, I will calculate this grade in the following manner:

$$\frac{\text{number of classes attended}}{\text{total number of classes}} \times \text{active participation grade}$$

In general, most people earn an A on active participation. Thus, I will multiply (the number of classes attended/total number of classes) and the active participation grade.

$$\text{Example: } \frac{13}{14} \times A = .928 \times 4 = 3.7 \quad \underline{A-}$$

Participation: It is expected that you will participate actively in discussions. Come prepared to do so. Being prepared means having done the readings and prepared appropriate and accurate reflections on the reading!

Required Books:

- (1) Friere, P. (2000) Pedagogy of the Oppressed. 30th anniversary edition. Continuum Publishing
- (2) Martin, T. (2002). Oppression and the Human Condition. Chicago: Rowman and Littlefield.

COURSE SCHEDULE

<u>Dates</u>	<u>Topic #</u>	<u>Topic</u>	<u>Assignments</u>
Aug 27	1	Oppression, Empowerment, and Liberation and Social Justice	
Sep 3	2	A Game of Life – A Class Simulation	
Sep 10	3	Definition and concept of oppression	Declaration of Independence Gettysburg Address
Sep 17	4	Sartre’s Notion of Consciousness	Martin Chs 1&2;
Sep 24	5	Discrimination and Privilege	Martin Chs 3; Case 2012; Boatright 2012
Oct 8	6	Deindividuation and Stereotype Threat: Racial Profiling, Glass Ceiling s in Employments, and Educational Reform	Martin Chs 4; Reimann et al 2011; Tine and Gotlieb
Oct 15	7	Quality of Life and Societal Roles	Brodsky and Cattaneo 2013; Cattaneo and Goodman 2014
Oct 22	8	Social Change Conceptions	Bartholomew 2012; Sonn 2012
Oct 29	9	Revolutions: How they support the status quo and subvert the oppressed	Freire Chs 1-2 Davies 1962
Nov 5	10	Strategies and tactics of social intervention	Frieire Chs 3-4
Nov 12	11	Paper Presentations	
Nov 19	12	Paper Presentations	
Dec 5	13	Paper Presentations and Summary Discussion	

OUTLINE FOR ANNOTATED BIBLIOGRAPHY AND BIBLIOGRAPHY

You are required to (a) collect bibliography of 25 relevant research articles, (b) complete an annotated bibliography on 15 of the 25 article, and (c) write a 700 word summary thought paper. The following outline details the information.

- I. Title or theme of annotated bibliography must be indicated on a cover sheet. (All 25 articles should relate to this theme.)
- II. Each annotated bibliography must have the following information:
 - A. Author. (Year). Title of article. Title of Journal, Volume Number, (Issue Number), Page Number.
 - B. Briefly state
 1. Purpose of the study.
 - a. What was the author trying to do?
 - b. What is the relevance of the article?
 2. Summarize procedure (that is specify the following)
 - a. Subjects
 - b. Instruments and measures
 - c. Design of study or the relevant comparison which serves as the basis of the research
 3. Summarize results
 - a. What were the outcomes?
 - b. What were the statistical procedures used (t-test, ANOVA, collation)?
 4. If you are using a published review article or chapter that is not based on an experimental design, then summarize major/critical points of the review article.
 - a. Outline at least 12 major/critical points of the article
 - b. List the points in a numerical fashion
 5. Conclusion
 - a. What did the author conclude about the study?
 - b. What were the inferences or implications of the study?
 - c. Did the outcome of this study support or counter some other similar studies?
 - C. Key words-
Identify five key words and/or phrases for each article. Key words and/or phrases should capture the essence of your article. They are important adjectives of the article.
 - D. Personal Reaction-
Briefly state your thoughts of this article. You should give your feelings, opinions, and reactions to the article. Say something more than "I like this study". You must give reasons for your feelings, opinions, and reactions.

DESCRIPTION OF THE SUMMARY THOUGHT PAPER

Once you have completed the annotated bibliographies for the 25 articles, you will write a summary thought paper. Basically a summary thought paper is a brief (700 words) paper in which you share your thoughts, reaction, and feelings about your literature search. It should be focused on the theme of your annotated bibliography. The grading criteria for the summary thought paper include the following (1) Did it cover all the literature in annotated bibliography, (2) Was it clearly and cogently written, (3) Did it analyze the material in the annotated review, (4) did it synthesize the annotated review. You may choose to write a summary thought paper which can serve as an introductory and/or a conclusion statement. Basically, you would be able to write a summary of your annotated bibliography.

References. A list all articles in the annotated bibliography must be included at the end of the summary thought paper. The format for each article is:

a) **Journal:**

Author. (Year). The title of the article. Title of Journal, Volume Number, (Issue Number), Page Numbers. (*Note: The volume number is underlined and the issue number is in parentheses*).

b) **Book chapter:**

Author Name. (Year). The title of the chapter. In Editors Name, Book title. (pp. numbers). Place of publication: Publisher.

c) **See the Publication of the American Psychological Association (5th ed) p. 194-222 for more examples.**

EXAMPLES OF ANNOTATED BIBLIOGRAPHIES

Example #1

Haynes, N. (1988). Differences in Self Concept among High, Average, and Low Achieving High School Sophomores. Journal of Social Psychology, 128 (2), pp. 259-264.

Purpose

Haynes investigated the relationship between self-esteem and academic performance among black high school students. It was hypothesized that low achievers would have low self-esteem. Haynes' stated the article is important to improve interventions with low achieving students.

Procedure

The subjects were 148 black students, 48.6% female and 57.4% male, constituting the entire sophomore class in a high school located in an urban, inner city area in the northeastern U.S. The subjects were separated into three groups, average, above average, and below average, based on classroom grades. Then the subjects were given the Piers Harris Self-Concept Scale Test which measures self-concept along six dimensions: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction.

Results

Above average and average students scored significantly higher than the below average students on the intellectual and school status, physical attributes and appearance, and happiness and satisfaction self-concept dimensions. The above average scores were significantly higher than those of the below average students on the behavior self-concept dimensions.

Conclusion

The finding that students who are assessed as being below average in classroom tasks tend to have significantly lower levels of self-esteem than their higher achieving peers, not only in terms of their intellectual and school status, but also on other dimensions supports the theory of a ripple effect. The ripple effect means that failure on a given task can lower self-esteem of ability for that particular task, and then these low estimations can generalize to other tasks.

Key Words

Self-concept, self-esteem, ripple effect, academic performance.

Personal Thoughts

It would be more helpful if we could determine which comes first, the low self-esteem or the low achievement in school. This analysis does not determine a direction of causation, nor does it rule out the possibility of some third confounding variable, such as relationships with parents. Teachers should help students focus on their good points to try and avoid this ripple effect.

Example #2

Cryan, J. (1985). Intellectual, Emotional and Social Deficits of Abused Children: A Review. Childhood Education, 61 (5), pp. 388-392.

Purpose:

The author critiques the past research on child abuse. He reviews major themes of the research and examines the shortcomings of child maltreatment research methodology.

Procedure:

The author employs an extensive literature research and suggests new directions to consider in future research.

Major Themes/Conclusions:

- 1) Physical damage continues to be emphasized in studies of child maltreatment. The psychological aspects, however, have been insufficiently treated.
- 2) Past research has failed to differentiate between abused children vs. neglected children, yet there is a qualitative and quantitative difference between the two.
- 3) Small sample sizes continues to hinder empirical research on child maltreatment. Many studies fail to provide a matched comparison group in their research.
- 5) The lack of standard measurements of child maltreatment has led to diverging operational definitions of child maltreatment, and hence have led to conflicts between researchers in the field.

6) In spite of these methodological shortcomings, most of the studies generally agree that there are qualitative differences in the cognitive, affective, and social characteristics of maltreatment of victims.

7) IQ scores have been consistently found to be lower in abused children than nonabused individuals. They also tend to lag in language development.

8) Emotional development has been the least studied topic among psychologists. The findings that do exist indicate that abuse victims suffer lower self-esteem and insecure social attachments.

9) Abused children are more aggressive than nonabused subjects. Moreover, they exhibit hypervigilance and chameleon-like behavior designed as defensive mechanisms.

Keywords:

chameleon-like behavior, hypervigilance, abuse-related neurological damage, insecure infant attachment, language developmental lag

Personal Reactions:

This article underscored my feelings about the inadequacy of current child maltreatment research. With the shortcomings of this research highlighted, we may now suggest new avenues to investigate. However, the scarcity of cross-cultural research remained unaddressed.

EXAMPLE OF A REFERENCE LIST

Fairchild, H. (1985). Black, Negro, Afro-American. The Journal of Black Studies, 16 (1), pp. 130-139.

Grant, W. (1978). Racial Attitudes of Hearing-Impaired Adolescents. The Journal of Black Studies, 12 (1), pp. 39-52.

Journal, L. (1981). Black Markets and Future Superstars. The Journal of Black Studies, 11 (2), pp. 1-18.

DESCRIPTION OF REVIEW PAPER

Topic of Paper:

Your paper must primarily focus on some aspect of psychology of oppression and social change. Since there is a very wide range of possible topics, I do not expect you to have problems with topic selection.

Format of Literature Review Paper:

I expect you to organize your paper such that you present and discuss a thesis, including an explanation of those articles that support or dispute your thesis. Do not just review articles without connecting it to your thesis. Your review should make a point about one aspect of psychology of oppression and social change. With the aid of key words, you should be able to organize a thorough outline. The following format and descriptions should be used in organizing/preparing your papers. Also, please read Bem (1997) which is located on the class COLLAB.

Organization of Paper:

- A. Title page (includes title, author,)

- B. Outline (Required)
- C. Text
 - 1) Introduction (includes thesis statement and an indication of what the subject matter will be and how you will approach it).
 - 2) Presentation of research and other relevant literature under review. Based on your outline you should be able to develop a cogent, coherent and concise line of argument that supports and/or disputes the case you want to make.
 - 3) Conclusions (present a general summary, integration and/or discrepancies of interest). Also, general comments (e.g., your opinion of the research area, possible future research, etc.) should be included here.
- D. References

Presentation of Research Materials (See #2 under "Organization of Paper")

- A. Your primary "thesis" or argument should be clearly presented in the opening paragraph, and should be relevant to some aspect of integration, i.e., some conclusion drawn from common evidence and arguments across all articles or some discrepancy from article to article, in short, what is interesting about a variable or the implications of the research reviewed.
- B. When presenting the details of a research or other relevant work do not quote the abstract or anything else from the author's work. Use your own words to describe the following:
 - 1. Subject population
 - 2. Brief presentation of methodology
 - 3. Results and their significance
- C. Then add your own explanation of the study's importance, from the standpoint of your thesis.
- D. Note: Excessive quotation (e.g. more than one quote) will be result in lower grade. Do not quote excessively from other authors, regardless of whether their work is under discussion. Use quotes where necessary for clarity or impact, but you write the paper as far as analyses, conclusions, and general discussion goes. More importantly, I am your relevant audience.
- E. The minimum length of the paper is or 4000 words. Type with standard one-inch margins.
- F. From your outline, you will be able to develop and use headings and subheadings in your paper.
- G. Experimental data should be sought, but where there is none relevant to your topic, use whatever there is in the literature. However, you should not report details of statistical analyses, but point out significance levels (p values) and the type of analysis performed if you think this is important.
- H. When you can not cover all the relevant literature, select the key studies or articles on the basis of your judgement regarding their representativeness and importance. Do not attempt to cover the universe of conclusions and implications in a line of research. Choose a limited thesis of your own and cover it carefully and completely.
- I. Do not pad the paper with verbiage, only what is needed to present the materials clearly.

References

References must follow the format described in the APA Publication Manual (6th ed.). You can get a copy of this manual from the reference section of any UVA library. APA style requires the references in the text conform to the last name(s) of the author(s) and the date of the article (e.g., Brown, 1967) in parentheses or the date of the article if the author's name is in the sentence referring to the article (e.g.

According to Brown (1967)). If there are more than one reference to a given author in a given year subscripts a, b, c, etc. (e.g., Brown, 1967b). Then on your reference (or bibliography) page list the complete reference in the fashion that was described in the Annotated section.

General Guidelines & Tips

Generally, you must attempt a scholarly integration and a careful, concise review on some aspect of the psychological and social science literature on the minority family. This is not an opinion essay nor is it to be a single book report.

The annotated bibliography assignment was designed to assist your library research and composition of your review paper. You are expected to use your annotated bibliography for the assigned review paper. Do your outline before writing your paper. Use the key words and phrases to organize your outline. For example, you should:

- A. Review your key words and phrases.
- B. Organize them into major categories. You should find that you can put them into several different categories.
- C. Number each of your annotated bibliographies.
- D. Go through your general topics and place the number under that topic which the annotated is relevant.
- E. This process should result in a very rudimentary outline where the topics have several annotated bibliographies assigned to it. Further work on this rough outline should help in refining and coming up with a thorough outline.

There is also an alternative way of doing outline:

- A. Identify and develop a list of similar topics by going through your annotated bibliographies and key words and phrases and grouping them into topics. The key words and phrases should be very helpful because you can group them according to their similar topics.
- B. For every topic you identify be sure to also write the authors from your annotated bibliography or the annotated bibliography number with the particular topic.

In both of these outlining procedures, you are basically developing an index of your annotated bibliography.

GRADING CRITERIA FOR THE REVIEW PAPER

Focus

- review paper is unified and focused around a significant thesis/research question
- review paper raises expectations and fulfills them
- review paper proceeds in a discernible direction
- **Should not include:** too many ideas upon which to focus, or false expectations

Organization

- main idea is developed logically in organized, coherent, unified paragraphs

- review paper includes definitions of key-words that are naturally integrated into the paper
- transitions from one paragraph to another are effective
- easy and natural flow from the general to the specific
- generalizations/assertions are supported with extensive concrete detail
- **Should not include:** fragmented ideas, disconnected or arbitrary flow of paragraphs

Style

- some variety in the length and type of sentences
- transitions between sentences (implied or explicit) are smooth and effective
- writer creates a voice that expresses her feelings and point of view
- vocabulary is interesting, varied, effective
- **Should not include:** short, choppy or long and incoherent sentences
tense shifts, informal language, limited vocabulary, passive voice

Mechanics

- review paper has no misspellings and punctuation errors
- generally free of mechanical errors and grammatical irregularities that would annoy, distract, or mislead the reader