

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Stuart Parker



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Science
Course Designation/Prefix:	PSY
*Course Number:	4200
Course Title:	Psychology and Political Activism
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	<p>In recent years, multiple crises – political, economic, public health, and climate – have led to the reemergence of mass protests and social movements in the U.S. and around the world. This activism has won reforms and shifted public consciousness, suggesting even bigger changes to come. To better understand these processes and how we might contribute to them, this course examines the connection between psychology and political activism. We will ground our work in developmental and social psychological theories on the connection between mind and society. Then we will apply these theories to illuminate political and psychological experiences of oppression, alienation, solidarity, and liberation. We will explore how powerful social movements can transform the implicit and explicit attitudes of participants, supporters, and even opponents. We will connect psychological phenomena to political struggles for racial justice, economic equality, women’s and LGBT equality, disability rights, educational justice, and workers’ power. We will act by engaging our campus, communities, and New York City through an activist psychological lens.</p>
Prerequisite(s):	PSY 1100

Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	X 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Liberal Arts Major
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<input type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> 1. 2. <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Apply developmental and social psychological theory to understand how our psychology is formed in and through social activity, including political activism.
2. Analyze social practices that produce inequality and injustice, and how political mobilization can counter these forces to create a more just and equal society.
3. Identify and apply psychological phenomena to real political struggles for racial justice, food justice, economic equality, women’s and LGBT equality, disability rights, and educational justice.

3. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Apply developmental and social psychological theory to understand how our psychology is formed in and through social activity, including political activism.	20%	Activist Interview and Written reflection
2. Analyze social practices that produce inequality and injustice, and how political	20%	Midterm Report on a Social Movement

mobilization can counter these forces to create a more just and equal society.		
3. Identify and apply psychological phenomena to real political struggles for racial justice, food justice, economic equality, women's and LGBT equality, disability rights, and educational justice.	20%	Final Project: Activist Engagement with Society

4. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Liberal Arts Majors and other students interested in the topic with elective options in their program.

5. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course represents a growing and dynamic new area of scholarship that will increase students' ability to understand the deepening polarization of the country regardless of their individual political beliefs. It furthers the Department's goal of introducing students to the fullest possible range of research within the discipline as well as supporting two key elements of the College's Mission: equity and civic engagement. This course will be an additional access point for students to more deeply engage with the College's civic engagement programming. It will also support the Program Learning Outcomes of the Liberal Arts Program. (See Liberal Arts Program-level Curriculum Map)

6. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course will transfer to 4 – year institutions as a Psychology elective.

7. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

There are no courses within the BEH department or within other related departments such as Political Science that represent potential conflicts with this course.

8. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

The course will not use a textbook. Instead, students will read scientific articles, book chapters, blogs, online periodicals and news sources provided to them by the instructor. See bibliography under question 16 as well as question 15, Topical Course Outline – Readings.

9. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

See attached.

10. Selected Bibliography and Source materials:

Bean & Larson (2020, June 30). Rebellions get results: A list so far [Rampant Magazine].
<https://rampantmag.com/2020/06/rebellions-get-results-a-list-so-far/>

Behrent, M. (2017, Nov. 3) Education, literacy, and the Russian Revolution [Culture Matters].
<https://www.culturematters.org.uk/index.php/k2-users/item/2651-education-literacy-and-the-russian-revolution>

Blanc, E. (2019). *Red state revolt: The teachers' strike wave and working-class politics*. Verso Books.

Dolan, E. (2018, April 11) Racial bias declined during BLM, but not the Obama era [PsyPost]. <https://www.psypost.org/2018/04/study-racial-bias-declined-black-lives-matter-movement-not-obamas-presidency-51027>

The psychology of protest and activism with Lauren Duncan, Ph.D. (APA podcast). <https://www.apa.org/research/action/speaking-of-psychology/protest-activism>

Enos, R. D., Kaufman, A. R., & Sands, M. L. (2019). Can violent protest change local policy support? Evidence from the aftermath of the 1992 Los Angeles riot. *American Political Science Review*, 113(4), 1012-1028.

Fradera (2018, May 15) Class in our psychology – working class more empathic, selfless [BPS]. <https://digest.bps.org.uk/2018/05/15/class-is-still-written-into-our-psychology-working-class-folk-are-more-empathic-selfless-vigilant-and-fatalistic/>

Gampa & Sawyer (2021). A people's psychology of (anti-) racism [Science for the People]. <https://magazine.scienceforthepeople.org/vol23-3-bio-politics/a-peoples-psychology-of-anti-racism/>

Gasper, P. (2017) Capitalism and alienation (ISR). <https://isreview.org/issue/74/capitalism-and-alienation>

Hagopian, J. (2013) Our destination is not on the MAP [Rethinking Schools]. <https://rethinkingschools.org/articles/action-education-seattle-test-boycott-our-destination-is-not-on-the-map-2/>

Jones, B. (2017). The social construction of race [Jacobin]. <https://www.jacobinmag.com/2015/06/racecraft-racism-social-origins-reparations/>

Klar, M., & Kasser, T. (2009). Some benefits of being an activist: Measuring activism and its role in psychological well-being. *Political Psychology*, 30(5), 755-777.

Kraus, M. et al. (2012). Social class, solipsism, and contextualism: How the rich are different from the poor. *Psychological Review*, 119(3), 546-572.

Khazan, O. (2017, Feb 27). The Psychology of effective protest: New research shows why nonviolent works better than extreme tactics. *The Atlantic*. <https://www.theatlantic.com/science/archive/2017/02/the-psychology-of-effective-protest/517749/>

Klar, M., & Kasser, T. (2009). Some benefits of being an activist: Measuring activism and its role in psychological well-being. *Political Psychology*, 30(5), 755-777.

LeBrecht, J. & Newnham, N. (2020). *Crip Camp* [documentary]. Higher Ground Productions. <https://www.youtube.com/watch?v=OFS8SpwioZ4>

Marx, K. (1844) Estranged labour [Economic and Philosophical Manuscripts]. <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>

McAdam, D. (2020, June 20). We've never seen protests like these before [Jacobin]. <https://jacobinmag.com/2020/06/george-floyd-protests-black-lives-matter-riots-demonstrations>

Narayan & Li (2020, June 19). Port of Oakland shut down by dockworkers in observation of Juneteenth [SF Chronicle]. <https://www.sfchronicle.com/business/article/Port-of-Oakland-shut-down-by-dockworkers-in-15352644.php>

Oforu, E. K., Chambers, M. K., Chen, J. M., & Hehman, E. (2019). Same-sex marriage legalization associated with reduced implicit and explicit antigay bias. *Proceedings of the National Academy of Sciences*, 116(18), 8846-8851.

Payne et al. (2019) Historical roots of implicit bias in slavery. Payne, B. K., Vuletich, H. A., & Brown-Iannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. *Proceedings of the National Academy of Sciences*, 116(24), 11693-11698.

Petty (2010). WeAreMany Audio Talk: “What is Alienation?” <https://wearemany.org/a/2010/06/what-is-alienation>

Piff, P. K., Stancato, D. M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences*, 109(11), 4086-4091.

Ratner (1998) Historical and contemporary significance of sociohistorical psychology. <http://www.sonic.net/~cr2/sociohis.htm>

Russonello, G. (2020, June 5). Why most Americans support the protests. *The New York Times*. <https://www.nytimes.com/2020/06/05/us/politics/polling-george-floyd-protests-racism.html>

Sawyer, J. (2014) Vygotsky's revolutionary theory of human development [ISR]. <https://isreview.org/issue/93/vygotskys-revolutionary-theory-psychological-development>

Sawyer, J., & Gampa, A. (2018). Implicit and explicit racial attitudes changed during Black Lives Matter. *Personality and Social Psychology Bulletin*, 44(7), 1039–1059.

Sawyer, J. & Gampa, A. (2020). Work alienation and its gravediggers: Social class, class consciousness, and activism. *Journal of Social and Political Psychology*, 8(1), 198-219.

Vygotsky L.S. (1978). Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds.) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1930/1994). The socialist alteration of man. In R. van de Veer, & J. Valsiner (Eds.), *The Vygotsky Reader* (pp. 175-184). Blackwell Publishers.

Psychology and Political Activism
PSY 4200, Remote Learning
CUNY Kingsborough Community College

Classroom: This class will be fully online.

Time: This class is asynchronous, so there are no specific meeting times.

Instructor: Jeremy E. Sawyer, Ph.D. **Email:** Jeremy.Sawyer@kbcc.cuny.edu

Office Hours: I am generally available Tuesday, Wednesday, and Thursday 10am-11am each week for office hours. Please email me to set up a time to chat by phone, Zoom, or Blackboard Collaborate, whichever you prefer. If these times are not convenient, please email me and we can find a better time. I can provide you feedback on your work during office hours, discuss course content, and any other questions or concerns you have about the class.

Course Description: In recent years, multiple crises – political, economic, public health, and climate – have led to the reemergence of mass protests and social movements in the U.S. and around the world. This activism has won reforms and shifted public consciousness, suggesting even bigger changes to come. To better understand these processes and how we might contribute to them, this course examines the connection between psychology and political activism. We will ground our work in developmental and social psychological theories on the connection between mind and society. Then we will apply these theories to illuminate political and psychological experiences of oppression, alienation, solidarity, and liberation. We will explore how powerful social movements can transform the implicit and explicit attitudes of participants, supporters, and even opponents. We will connect psychological phenomena to political struggles for racial justice, economic equality, women’s and LGBT equality, disability rights, educational justice, and workers’ power. We will act by engaging our campus, communities, and New York City through an activist psychological lens.

Prerequisites: PSY 1100

Textbook: This course will not use a textbook. Instead, I will provide you with scientific articles, book chapters, blogs, online periodicals, and news sources to read and discuss. These materials will be provided to you via Blackboard.

Student Privacy Statement: At times, students may disclose personal information during class discussions. It is expected that you respect the privacy of your classmates. Information disclosed in class should not be repeated or discussed with other students outside of the course. I expect respectful behavior toward fellow students and myself at all times to create a positive and welcoming learning environment.

Course Learning Objectives:

Learning Objectives	Assessment of the Objective
1. Apply developmental and social psychological theory to understand how our psychology is formed in and through social activity, including political activism.	Students will demonstrate competence by responding to homework writing prompts, participating in discussion boards, and completing a Midterm Report on a Social Movement.
2. Analyze social practices that produce inequality and injustice, and how political mobilization can counter these forces to create a more just and equal society.	Students will demonstrate competence by choosing a social movement to research, and successfully completing our Midterm Report on a Social Movement.
3. Identify and apply psychological phenomena to real political struggles for racial justice, food justice, economic equality, women’s and LGBT equality, disability rights, and educational justice.	Students will demonstrate competence by engaging in activism and successfully completing our Final Project: Activist Engagement with Society.
4. Apply relevant theories to illuminate the political roots and psychological experiences of oppression, alienation, solidarity, and liberation.	Students will demonstrate competence by engaging in regular group reading discussions and class activities around these themes.
5. Examine what may motivate political action, what psychological changes are created through political activism, and how these changes may occur.	Students will demonstrate competence by identifying and interviewing an activist, and successfully completing our Activist Interview and Written Reflection.

How to do well in PSY 41:

- ✓ COMPLETE the readings and homework assignments in a timely fashion.
- ✓ PARTICIPATE in discussions boards and activities, ask questions, use critical thinking.
- ✓ ADOPT a cooperative and positive attitude toward group work and peer interactions.
- ✓ CHECK Blackboard regularly for announcements, assignments, discussions and more.

Grading:

Percent of Grade

Group Reading Discussions and Class Activities	20%
Homework Assignments and Discussion Boards	20%
Activist Interview and Written Reflection	20%
Midterm Report on a Social Movement	20%
Final Project: Activist Engagement with Society	20%

Total Percent Possible	100%

A+ 97.0-100.0 **B-** 80.0-82.9 **D** 60.0-66.9

A	93.0-96.9	C+	77.0-79.9	F	0.0-59.9
A-	90.0-92.9	C	73.0-76.9		
B+	87.0-89.9	C-	70.0-72.9		
B	83.0-86.9	D+	67.0-69.9		

Online Learning

This course will be conducted entirely online, which presents both opportunities and challenges in this unique environment. Below I will share some tips and information that will help you to thrive in our online setting.

Blackboard: We will be using the Blackboard learning management system as our primary mode of interaction in this class. On Blackboard you will find course materials, readings, lecture slides, video links, assignments, and you will see places to submit your work. I will make regular announcements on Blackboard to let you know what you should be working on each week, as well as upcoming events and deadlines to be aware of. Please check Blackboard regularly for my announcements related to the course.

Each time I post an announcement on Blackboard, you will also receive an email of my announcement from the Blackboard system. For this reason, it is essential that you have an updated email listed on Blackboard (and that you check this email box regularly), as that is where the announcement emails will be sent. You can also log in to Blackboard or use the Blackboard app to see these announcements. If you would like to increase your skills or comfort using Blackboard, please visit this link:

<http://www.cuny.edu/about/administration/offices/CIS/functions/bb/userguides/blackboardcollaborate.html>

On the left side of Blackboard, you will see several tabs that you can click. For this course the key tabs you will use are:

Announcements, where you will find all of my course announcements (the most recent one first, and then the rest of my announcements will be listed going back in time). You can scroll through and find previous announcements listed by date.

Syllabus, where you will find our course syllabus.

Course Materials, where you will find lecture slides, articles and other course readings, and audio/video links to course materials. Within this link, I have created separate folders labeled "Lecture Slides," "Articles" and "Audio/Video links" containing these materials.

Classwide Discussion Board, where you can post questions about class content or class procedures and receive responses from me or your classmates. Additional discussion boards on various course topics will also be posted here.

Homework Assignments, where you will find our homework assignments in which you can download them, write a response, and upload your completed work.

Groups – Reading Discussions, where you will find your fellow reading group members, and a reading discussion board where you can post and share ideas.

Activist Interview and Written Reflection, where you will find instructions for conducting the activist interview and written reflection, and a place to submit it.

Midterm Report on a Social Movement, where you will find instructions for researching and writing your midterm report, and a place to submit it.

Final Project: Activist Engagement with Society, where you will find instructions for the activist engagement with society project, and a place to submit it.

Emailing Professor Sawyer: You can e-mail me questions about course material, procedures or other unanswered questions from class, and I am happy to respond. Please check the syllabus before sending your question, however, and use the following format:

To: Jeremy.Sawyer@kbcc.cuny.edu

Subject: PSY 41, and the reason for your email in the title

Signature: Please sign your FULL NAME to the email, so I know who is emailing me

Online Course Attendance Policy:

Your “attendance” in this online course will be assessed through your completion of various class assignments, reading discussion boards, homework, and exams. For this course, you will NOT be required to log in at a specific time for any class activities. In other words, all assignments must be completed on time, but can be done according to YOUR schedule and convenience. This will allow you maximum flexibility during this time when all of our schedules have likely shifted during the ongoing pandemic.

Participation: Sharing your questions, thoughts, and ideas is critical to learning! Participation involves listening to peers (or reading their ideas in an online format), asking questions, and contributing to online Blackboard discussions. Participation will include active involvement and contributions to our class discussion boards.

Participation in Group Discussions and Class Activities

In addition to participating in small-group and pair cooperative learning activities during class, you will have the opportunity to participate in small-group discussions of weekly course themes and materials. Each week, one student will facilitate the group discussions by posing a small set of open-ended questions to their groupmates (this role will rotate). This will be a valuable chance to practice leading discussions and formulating open-ended questions to spark discussion among your peers. All group members can contribute comments and questions.

Homework Assignments and Discussion Boards

You will be invited to complete low-stakes homework writing assignments on a weekly or biweekly basis during the course. These assignments are intended to help you develop and apply critical thinking and writing skills to analyze the connections between political struggles and psychology. Homework assignments will be posted and submitted through Blackboard. During the semester, you will also be asked to contribute questions and comments on course materials to an online discussion board that is visible to all students in the class, and which can open up another avenue to respond to and interact with your classmates.

Activist Interview and Written Reflection

To learn more about the experiences and perspectives of activists, you will be invited to conduct an interview with someone who is active in fighting for social change. This could include: someone who works in an activist organization such as a social justice non-profit, a union, another activist organization; a grassroots activist affiliated with an organization or active within a social movement; a worker who is active in their union's politics or who is trying to organize among their co-workers; a tenant fighting for tenant or housing rights; an individual who has attended multiple protest as part of a social movement or movements; someone who has run for office or worked in an electoral campaign; someone who was active in activism or social movements in the past and who can reflect on their experience; or anyone else who you think fits the definition of an activist. I will provide some helpful guidelines for asking permission for the interview, along with suggestions for good interview questions. After the interview, you will be asked to submit a transcript of your interview questions and your interviewee's responses, along with reflection on what you learned from the interview. This reflection will involve applying developmental and social psychological theory and other psychological phenomenon that you learn in class to analyze your interviewees' experiences in activist activity.

Midterm Report on a Social Movement and its Psychological Aspects

Early in the semester, you will have the opportunity to choose a specific political struggle or social movement that interests you for further investigation. Student groups will be formed around common interests in similar movements so that you can share ideas and research materials with your peers. Each student will then write their own individual reports on these political struggles. Students will analyze what motivated the political struggle, and what social problem it was responding to. You can also further examine how the movements grew and developed (and potentially what caused them to end), and what psychological changes these movements may have generated among participants or other members of the public. You will be asked to use developmental and social psychological theory that you have learned in class to examine political and psychological aspects of your social movement.

Final Project: Activist Engagement with Society

Working in small groups with your fellow students, you will have the opportunity to discuss options for engaging in activism around societal issues of interest. This may include attending a political meeting, engaging in online activism, attending a rally or protest, joining a political movement or campaign, canvassing for a political candidate, writing a political blog or social media posts, writing a letter to an official, or other activities. Ideally

you and your group members will engage in the same activity or similar, related activist activities. You will then be asked to share and discuss these activities with your group members and to prepare a presentation for the class about your activism. Students will reflect on their psychological experiences of engaging in activism, how their activity responded to social inequalities of various types, and any changes in their attitudes or perspectives that resulted from this activity. You will be invited to share take-home lessons and tips for others engaging in similar work.

Diverse Learning Needs: I am committed to creating a learning environment that meets the needs of our diverse student body. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to address your needs. I understand that life circumstances may often affect your participation in the course. These may be personal, health-related, family-related, disability-related or other concerns. Kingsborough Community College also has many resources to assist you with personal, health-related, family-related, or disability-related concerns. If you have a disability, or think you may have a disability, I highly recommend you to contact Access-Ability Services (AAS) to arrange academic accommodations. If you have already been approved for accommodations, please meet with me to review them so that we can strategize the best way for you to utilize them.

Access-Ability Services (AAS) serves as an important liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. I will happily make any accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance and to schedule a visit at (718) 368-5175 or aas@kbcc.cuny.edu

Academic Honesty: Academic honesty is very highly valued at KCC. You are expected to follow KCC’s policies on academic integrity from the KCC Student Handbook: “Academic Dishonesty is prohibited in CUNY and is punishable by penalties, including failing grades, suspension, and expulsion.” Examples of Academic Dishonesty include cheating, plagiarism, and falsifying records.” Plagiarism is copying or closely imitating of the language of another author and not citing them properly. All work should be written in your own words using your best efforts, as that is how you will learn the most and develop your writing skills!

General Course Schedule:

Topics	Readings / Activities	Assignments
<p>Week 1 Syllabus Overview</p> <p>What is the psychology of political activism? Why should we study it? Recent highlights</p>	<p>1. McAdam (2020) We’ve never seen protests like these before [Jacobin].</p> <p>2. Narayan (2020) Port of Oakland shut down by dockworkers in observation of Juneteenth [SF Chronicle].</p>	<p>Icebreaker Discussion Board</p>

from activist social movements.	3. Bean & Larson (2020) Rebellions get results: A list so far [Rampant Magazine].	
Week 2 Mind in Society - The connection between psychology and activism.	<ol style="list-style-type: none"> 1. Vygotsky (1978) Mind in Society – Introduction and Biography. 2. Klar & Kasser (2009) Benefits of being an activist. 3. Take Online Disability Study and discuss the study’s method and findings. 	Homework #1
Week 3 A psychology of (anti-racism).	<ol style="list-style-type: none"> 1. Jones (2017) The social construction of race [Jacobin]. 2. Gampa & Sawyer (2021) A people's psychology of (anti-) racism [Science for the People]. 3. Payne (2019) Historical roots of implicit bias in slavery. 	
Week 4 Social movements that combat oppression: They change society and our psychology.	<ol style="list-style-type: none"> 1. Russonello (2020) Why most Americans support the protests [NY Times]. 2. Dolan (2018) Racial bias declined during BLM, but not the Obama era [PsyPost]. 3. Watch “Crip Camp” documentary on Disability Rights Movement. 4. Sawyer & Gampa (2018) Implicit and explicit attitudes changed during Black Lives Matter. 	Discussion Board #1
Week 5 The psychology of effective protest and activist motivations.	<ol style="list-style-type: none"> 1. The psychology of protest and activism with Lauren Duncan, Ph.D. (APA podcast). 2. Khazan (2017) Psychology of Protesting Effectively [The Atlantic]. 3. Enos (2019) Can violent protest change policy support? Case of the 1992 LA Riot. 	Homework #2
Week 6 The psychological impact of social class and inequality.	<ol style="list-style-type: none"> 1. Fradera (2018) Class in our psychology – working class more empathic, selfless [BPS]. 2. Piff (2012) Higher social class predicts unethical behavior. 	Discussion Board #2
Week 7 <u>Midterm Report:</u> Finalize your reports on a political struggle and how it changed society and psychology.	Check in with groups and instructor.	Midterm Report on a Social Movement due.

<p>Week 8 The psychology of workers' exploitation and alienation.</p>	<ol style="list-style-type: none"> 1. Gasper (2017) Capitalism and alienation (ISR). 2. Marx (1844) Estranged labour [Economic and Philosophical Manuscripts]. 3. WeAreMany Audio Talk: "What is Alienation?" 	
<p>Week 9 Labor revolts and working-class struggles against exploitation can challenge alienation.</p>	<ol style="list-style-type: none"> 1. Blanc (2019) <i>Red state revolt: Teacher strikes</i> – Introduction. 2. Sawyer & Gampa (2020) Work alienation and its gravediggers: Social class, class consciousness, and activism. 3. Vygotsky (1934) Socialist alteration of man. 	<p>Homework #3</p>
<p>Week 10 The politics of psychology as a scientific field.</p>	<ol style="list-style-type: none"> 1. Sawyer (2014) Vygotsky's revolutionary theory of human development [ISR]. 2. Ratner (1998) Historical and contemporary significance of sociohistorical psychology. 	
<p>Week 11 Activism and psychology within schools and educational settings.</p>	<ol style="list-style-type: none"> 1. Hagopian (2013) Our destination is not on the MAP [Rethinking Schools]. 2. Behrent (2017) Education, literacy, and the Russian Revolution [Culture Matters]. 	<p>Activist Interview and Written Reflection due.</p>
<p>Week 12 <u>Final project presentations:</u> Engaging our campus, communities, and NYC through an activist psychological lens.</p>	<p>Check in with groups and instructor.</p>	<p>Final Project: Activist Engagement with Society presentations.</p>

Student Resources and Useful Information

Counseling and Wellness Services:

We all need support sometimes. Counseling and Wellness Services offers support with health, wellness, and counseling services. For more information, please visit:

<https://www.kbcc.cuny.edu/CounselingServices/Pages/CounselingHealthServices.aspx>

Counseling Services - Room D-102, 718-368-5975

Student Wellness Center - Room A-108 (offices E & F), 718-368-5975

Health Services - Room A-108, 718-368-5684

Women's Center - Room M-382, 718-368-4700

Center for Academic Writing Success: This useful center offers help with developing your reading, writing, and critical thinking skills. For more information visit room L-219 or: <https://www.kbcc.cuny.edu/caws/Pages/info.aspx>

Single Stop: The Single Stop office offers a variety of support services for students, including a campus food pantry, benefits screening for government resources (such as SNAP food benefits, child-care and public assistance), legal and financial consultations, and tax preparation support. They are located in V-231 and open on Monday/Thursday/Friday from 9am – 5pm and Tuesday/Wednesday from 9am – 8pm.

Urban Farm: Kingsborough has an urban farm located between the T8 and T2 buildings. During the growing season (usually late April to early November), students can come to vegetable distribution days to get FREE organic vegetables and fruits for themselves and their families. They host an annual Food Day conference to help students learn about food systems throughout NYC and provide volunteer and work opportunities. To learn more, see: https://www.kbcc.cuny.edu/cewd/urban_farm/Pages/urban_farm2.aspx

The New Americans Center (NAC): NAC provides free immigration legal services to Kingsborough Community College and surrounding Brooklyn communities. The Center has an on-site attorney, paralegal and legal assistants with expertise in immigration law. The staff provides legal guidance and assists with filing of Deferred Action for Childhood Arrival (DACA), Citizenship, and Change of Status applications. Come by **V-101** to get started.

Preferred Gender Pronoun and Name: I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to let me know your preferred gender pronoun or if you do not have a pronoun. Gender-neutral bathrooms are located at: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. For more information, please visit <https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/>

Curriculum Map – New Course – PSY 4200 Psychology and Political Activism

Students will be able to demonstrate their ability to:			
<p>REQUIRED COURSES AND EXPERIENCES</p> <p>I = Introduce R = Reinforce E = Emphasized A = Assessment Opportunity</p>	<p>Apply developmental and social psychological theory to understand how our psychology is formed in and through social activity, including political activism.</p>	<p>Analyze social practices that produce inequality and injustice, and how political mobilization can counter these forces to create a more just and equal society.</p>	<p>Identify and apply psychological phenomena to real political struggles for racial justice, food justice, economic equality, women’s and LGBT equality, disability rights, and educational justice.</p>
Topics/Units			
Week 1		I	
Week 2	I		
Week 3	R		
Week 4		R	I
Week 5		E	R
Week 6	E		
	A	A	A

Curriculum Map – New Course – PSY 4200 Psychology and Political Activism

Week 7			
Week 8	R		
Week 9		R	E
Week 10	E	E	
Week 11	A	R, A	E, A
Week 12	A	A	A

Look at course-level outcomes for each course (should be printed on the syllabus). Which program outcomes does the course introduce (I), reinforce (R) or emphasize (E)

“A” identifies in what courses assessments may be done and collected for program-level assessment