



PSY 3960: Intro to Community Psychology
Course Syllabus, Information, and Schedule
Class Times: Tu/Th 12:30 to 1:45 pm EST

Instructor: Dr. Traci M. Cihon, BCBA-D, LBA-MI

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Instructor's office hours: Tuesdays from 2 pm to 3 pm (ET)

By appointment Mon thru Fri from 9 am to 5 pm (ET);

In-person: Wood Hall 3746

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Graduate Teaching Assistant's office hours: Thursdays from 2 pm to 3 pm (ET)

In-person: Wood Hall 2521

Official Course Description: This course is designed to give students an introduction to community psychology from a behavioral perspective. Behavioral Community Psychology (BCP) is situated within a set of values grounded in social justice; it is concerned with the examination of the individual within context (e.g., different environments, groups, organizations, and communities); and it integrates both research and action methods to prevent, reduce, and/or eliminate social problems and oppression. BCP focuses on the strengths of people and communities, and on prevention, self-help, empowerment, cultural diversity, and changing local conditions through organizational, community, and societal-level action. This course will integrate principles of BCP and social action, combining theoretical frameworks with practical applications, enabling students to develop skills in culturally responsive approaches to community engagement and public policy advocacy. Through collaborative projects with their peers and community partners, students will learn to design, implement, and evaluate interventions that promote positive social change. Students will examine the root causes of problems and how public policy, research, and social action can facilitate change in social and environmental conditions that affect human behavior. Students will complete an original, community-based, public policy advocacy campaign designed to emphasize the application of community psychology skills and concepts. Discussion and participation inside and outside of the classroom are crucial components of the course.

Prerequisites: n/a

Restrictions: n/a

Credits: 3 hours

Course Specific General Learning Outcomes (GLOs):

Upon completion of this course, students will be able to:

1. Analyze community-level behavioral systems to identify issues of social significance and contributing environmental factors.
2. Apply behavioral, community, and ecological principles to design and implement evidence-based advocacy or social action projects in collaboration with community partners.
3. Evaluate the effectiveness of their advocacy projects using behavioral data, community feedback, and reflective analysis.
4. Demonstrate ethical reasoning, cultural competence, and professionalism when engaging with diverse community stakeholders.

5. Communicate findings and project outcomes clearly in written, visual, and oral formats appropriate for both academic and community audiences.

Required Textbooks:

- *Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). *Introduction to Community Psychology: Becoming an agent of change*. College of Science and Health Full Text Publications. <https://via.library.depaul.edu/cshtextbooks/1>
- *Mattaini, M. A. (2013). *Strategic nonviolent power: The science of Satyagraha*. AU Press. <https://doi.org/10.15215/aupress/9781927356418.01>
- Myers-Lipton, S. (2023). *CHANGE! A student guide to social action (2nd edition)*. Routledge.
- *The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>

**Jason et al. (2019), Mattaini (2013), and the Community Toolbox are available online, free of charge for students. Additional readings (e.g., book chapters and articles) are also assigned for selected class sessions and can be found on E-Learning.*

Additional Course Materials:

PSY 3500 E-Learning Website. To access the PSY 3960 section on E-Learning, log in at gowmu.wmich.edu with your Bronco NetID and password, click on the “E-Learning” icon, then click on “PSY 3960: Intro to Community Psychology”. Some course materials will be available (various readings, grading rubrics, assignment descriptions, etc.) on the E-Learning website and may be updated as the semester progresses, so be sure to check the E-Learning website regularly.

PDF Reader. It is necessary to have a PDF reader installed on your computer to view materials on E-Learning. This can be downloaded for free from: <http://get.adobe.com/reader/>

Microsoft Office. Microsoft Office is provided by WMU at no cost to enrolled students.

Computers. Computers on campus can display and use PDF documents, and work on any digital assignments for this class. There are many computer labs on campus (e.g., Waldo Library, the education library in Sangren Hall on the second floor across from Flossie’s Café, the computer technology computer lab connected to Waldo Library on the third floor).

Lucid Chart, draw.io, or equivalent. A trial option of Lucid Chart is available at <http://Lucidchart.com>. Free access to draw.io is available at <https://about.draw.io/>

Note: As a course instructor, I am a content expert, but I am not a technology expert. If you are experiencing any difficulties with hardware, software, or otherwise, please contact the appropriate technology support. You may wish to start with WMU’s Technology Help Desk: <https://wmich.edu/it/helpdesk>

Communication. Be sure to use your WMU email account (*your Bronco NetID @wmich.edu*) for all email communication with your instructors. If we need to contact you, we will email your WMU account. Please check this email account and the E-Learning site at least 3-5 times per week.

Course Requirements & Assignment Descriptions:

Readings. Students are expected to read the assigned texts and/or articles for each class session by the dates listed on the syllabus (see Course Schedule)

Synchronous Class Sessions. Synchronous class times will include opportunities for students to be introduced to new material (i.e., In-Class Lectures and Mini-Lectures), present the outcomes of their work, and/or work collaboratively on different assignments during In-Class Breakout Sessions. Some synchronous class sessions will begin with a brief introduction to the material (i.e., Mini-Lectures) and then transition to a Breakout Session for students to complete an activity. The specific activities that will occur in each class session are noted on the Course Schedule. Students are expected to attend and actively engage in all synchronous class sessions.

Circles. Circle processes are rooted in Indigenous restorative traditions and are used to promote shared responsibility, cultural humility, mutual respect, and collective problem-solving. Circles are a space for collaborative reflection, dialogue, and decision-making. The goal is not to debate or persuade, but to build understanding, strengthen community, and support collective learning.

Values that drive certain approaches used in behavioral community psychology are consistent with aspects of circle processes, which will be incorporated throughout the course. Students will have the opportunity to practice circle processes during in-class breakout sessions when students are developing the issue(s) on which they would like to focus their social action project and when making any decisions related to the project. Circle processes maintain a particular structure (described below and elaborated on in the assigned readings), require shared agreement related to participation in the circle process, and students will take turns serving as the Circle Keeper. Following each circle process, students will complete an evaluation and reflection form to evaluate both their individual engagement and the collective process.

1. Structure & Roles

- a. Circle Keeper (rotating role): Facilitates the process, ensures equity of voice, and upholds agreements. The keeper is *not a leader* but a *guardian of process*.
- b. Talking Piece (optional): Only the person holding it may speak. Everyone else listens fully.
- c. Centerpiece (optional): Represents shared purpose (could include class materials, symbolic items related to the topic, etc.).

2. Agreements for Participation

- a. Speak from the "I." Share from your own experience and perspective.
- b. Listen to understand, not to respond. Practice curiosity over judgment.
- c. Honor confidentiality. What's shared in the circle stays in the circle.
- d. Respect silence. Pauses are part of the process; not every silence needs filling.
- e. Be aware of space and time. Keep contributions focused and within time.
- f. Engage with accountability. Name your own learning edges and growth areas.

Circle processes often follow a particular process or flow. Generally, there is an opening in which the Circle Keeper reaffirms its purpose and reviews the agreements for participation. This can be followed by a Check-in Round in which each member of the circle shares a one-word or a sentence on how they are arriving to the circle that day. Circles can also include Prompt Rounds, which may be guided by class content (e.g., "How do we see the line between a trouble and an issue in our own lives or communities?"). Finally, to signal the closing or the end of a circle, the Circle Keeper may choose to end with a Closing Reflection question (e.g., "What insight or commitment are you leaving with?").

Following each in-class circle process, students will complete and turn in a Circle Process Evaluation & Reflection Rubric. *Note: students will submit a copy of the Circle Process Evaluation Rubric (10 pts) separately from completing the Quiz on E-Learning that serves as the Circle Reflection (5 pts) component of this assignment.*

10 opportunities X 15 pts each = 150 pts

Additional (Required) Learning Opportunities. Beginning the first week of class (see Course Schedule), students will begin a rigorous course of active responding that includes completing Short (homework) Assignments, In-Class Presentations, and a Public Policy Advocacy Campaign Project.

Short Assignments. There will be four Short Assignments due this semester. Unless otherwise noted in the assignment descriptions below, all short assignments should be prepared using a 12-point font and 1-inch margins and include APA-style citations for any readings referenced.

Short Assignment 1 – Connecting the Core Values of Community

Psychology with Social and/or Community Issues: This assignment will help students connect the core values of community psychology (see Jason et al., Chapters 2 and 3) to real-world social or community issues, and practice identifying how these values guide community-level change efforts.

Students should choose a community issue that matters to them (e.g., food insecurity, substance misuse, housing, youth mental health, environmental justice, etc.). Next, students should describe the issue and why it is important to their community, identify two key values or principles from Jason et al. (2019) Chapter 2 (e.g., empowerment, sense of community, social justice, collaboration, ecological levels), and explain how these values could inform or strengthen a community response to the issue. This assignment should not exceed one double-spaced page (200-300 words), excluding the reference page.

Short Assignment 2 – Behavioral Approaches to Community Level Change:

This assignment will support students in synthesizing key ideas from behavioral community psychology and evaluating how behavioral methods can address social issues at the community level.

Drawing on the assigned readings, students should write a short, analytic response to the following: How can behavioral approaches contribute to community-level change while maintaining the values of community psychology (e.g., empowerment, participation, social justice)? Please briefly identify one

example (from the readings or your own experience) of a community-level issue that could benefit from behavioral methods, explain how a behavioral approach (e.g., reinforcement systems, self-management, contingencies, metacontingencies) could be applied in a way that aligns with community psychology principles, and conclude with a statement about the potential tensions or synergies between behavioral and community perspectives.

Responses should be focused on synthesis, not summary, illustrating how ideas from the readings interconnect. Responses should include at least one citation (in APA style) to anchor their argument. This assignment should not exceed one double-spaced page (200-300 words), excluding the reference page.

Short Assignment 3 – From Troubles to Issues — Connecting the Personal and the Structural: This assignment helps students use the *sociological imagination* to distinguish a personal trouble from a public issue. Students should apply these ideas to identify a social issue their group might work on in this course.

Each student should prepare a written response that addresses *all* of the following: 1) Identify and describe an Issue - select a social issue that interests you and distinguish it clearly from a personal trouble using the *components of an issue* outlined by Myers-Lipton in Chapter 1 (scope, systemic causes, structural impact, affected populations, etc.) and one or two ideas from Jacobs (2021) to explain how thinking sociologically helps you see the link between personal experiences and social structures; 2) Respond to the following components of Portfolio Prompts 1.3 and 1.4 from Myers-Lipton Chapter 1 (pp. 16-17) – How are you hurt personally by this social problem? How has a family member, friend, or your community been hurt by it? (1.3) What is the policy related to this issue that you would like to see changed? List up to three concrete demands that could help address the problem at the systems level; and 3) Connect the issue to the SDGs - identify at least one UN Sustainable Development Goal that aligns with your issue and briefly explain how your proposed policy change supports progress toward that goal. This assignment should not exceed one double-spaced page (200-300 words), excluding the reference page.

Short Assignment 4 – Issue Development: This two-part assignment helps students to reflect on their own interests and values as they relate to potential social action projects in this course. It also provides practice listening to others, identifying shared themes, and beginning to build consensus within circles.

Note: Students must turn in Short Assignment 4 Part I to be eligible for points for Short Assignment 4 Part II, on which the final grade for this short assignment will be based.

Short Assignment 4 Part I: Individual Reflection – Initial Interests:

After listening to each of your classmates' presentations on their selected social issues (from *Short Assignment 3* and *In-Class Presentation 1*), reflect on what you heard and write a brief response that includes: two issues you are most interested in working on, drawn from those presented by you and your peers, and one issue you are least interested in working on.

Short Assignment 4 Part II: Circle Reflection – Refining Group

Interests: After your first talking circle discussion, in which students met in groups based on initial shared interests, submit a short follow-up reflection that includes: two issues that emerged in your circle that you are most interested in continuing to work on (please also note whether your interests changed from Part 1 and explain why), and one issue you are least interested in continuing to work on, with a brief rationale.

Optional Reflection – Extra Credit: Students can earn up to 5 extra credit points for adding a response to each of the following reflection questions:

- How did listening to others' perspectives influence your own thinking about social action priorities?
- What did you notice about how shared values or systemic concerns emerged in the discussion?

Please keep responses to less than 100 words for each question.

4 opportunities X 10 pts each = 40 pts

In-Class Presentations: There will be three In-Class Presentations. The first In-Class Presentation will be completed by each student individually, while In-Class Presentations 2 and 3 will be group presentations.

In-Class Presentation 1 — From Troubles to Issues — Connecting the Personal and the Structural: Each student will present a 2–3 minute overview of their responses to Short Assignment 3.

Presentations should include a brief overview of the social issue you selected, including how it meets the definition of an issue and how it aligns with at least one of the UN's SDGs. Presentations should also include a brief synopsis of your personal connection to the issue (Portfolio Prompts 1.3 and 1.4 from Myers-Lipton Chapter 1, pp. 16-17), and identify the policy related to this issue that you would like to see changed.

Note: a portion of each of your grades for In-Class Presentation 1 will also be based on how well you listen to and respond to your peers' presentations.

In-Class Presentation 2 — Public Policy Advocacy Project Reflection & Learning Cycle I: Debriefing the First Campaign Action: After students complete their group's first campaign action, they will prepare a 3–5 minute presentation that includes: 1) an overview of what they did, when/where, and with whom; 2) the outcome, including what worked well and what did not; 3) one important thing their group learned about influencing change (behaviorally, organizationally, or socially); and 4) one concrete change they will make before their next campaign action (if needed). Students should include one slide or visual to illustrate their action (e.g., photo, post, flyer) in their presentation.

In-Class Presentation 3 — Reflection & Learning Cycle II: Revising and Re-Engaging: After students complete their group's second campaign action, they will prepare a 3–5 minute presentation that includes: 1) a brief recap of what their

group changed based on their first reflection; 2) a description of their second action including what they did and what happened; 3) the outcome and what they learned (e.g., what improved, or did not, and what they learned about systems or behavior change; and 4) one key takeaway or recommendation for continuing the campaign beyond this course. Students should include one slide or visual to illustrate their action (e.g., photo, post, flyer) in their presentation.

In-Class Presentation 1 X 10 pts each = 10 pts
In Class Presentation 2 @ 30 pts each = 30 pts
In Class Presentation 3 @ 30 pts each = 30 pts
Total for In-Class Presentations = 70 pts

Public Policy Advocacy Project: Students will form groups based on common interests in a social issue and related policy. Over the course of the semester, each group will work together to develop and implement a public policy advocacy campaign to change a policy of interest.

Each team should have a minimum of three students (five is ideal); you should be passionate about the issue, and your campaigns should focus on some type of policy change. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology, so long as it aligns with one or more of the United Nations Sustainable Development Goals (UN SDGs). Whatever campaign you choose, you will learn about democracy, power, and how to bring about change. Importantly, there is no political indoctrination as you develop and choose what campaigns to work on, and you can change campaigns at any point in the semester. The course instructor will offer guidance about strategy and tactics and help you consider the variety of options available; however, students will decide on how to best move forward.

If you want to leave a group, please contact me to discuss which group you would like to join. After you make a choice, I will contact the other group. If the group believes there will be little disruption to the group, then you will be able to join the new group. However, if the group feels that there would be disruption to the group, that group has the right to say no. If you still want to join the group even after the student group has said that it would cause a disruption, I will make the final decision. In the worst-case scenario, if you have no group to join, then you will be given an independent study with no negative repercussions to your grade

Public Policy Advocacy Project Part I – Decision-Making Circle: Defining Your Social Action Focus: Students will work within a decision-making circle to move from exploration to collective commitment. The goal is for each circle to agree on one social issue the group will address in its social-action project, identify policy areas connected to that issue, and analyze the pillars of support that maintain it. This work draws on community and behavioral systems thinking to understand how social problems are sustained and where change efforts can be targeted.

During the in-class breakout session and circle meeting, students should first work collaboratively to select one social issue their circle will address through the course's social-action project, discuss why this issue is important, and how it connects to behavioral and community psychology principles. Next, students

should brainstorm at least one policy area linked to this issue that could serve as the focus of a public-policy advocacy campaign, identify the policy level (local, state, national, or institutional), and explain why it matters. Finally, students should identify the “pillars of support” that maintain this issue or policy (e.g., consider structural, cultural, economic, or behavioral factors that reinforce the status quo, and think about potential points of leverage for change.

Each group should submit one response on behalf of the group that includes a brief group summary (400-500 words) that includes 1) the chosen issue and a short rationale, 2) possible policy targets for advocacy, 3) three to five key pillars of support maintaining the issue or policy, 4) the names of all circle members who contributed, and 5) a note confirming that all members contributed to the discussion.

Public Policy Advocacy Project Part II – Systems Analysis: Power, Practices, and Forces of Change: This assignment will help students move from identifying a social issue and policy target to analyzing the system that sustains it. Students will utilize tools of community psychology and social action planning—power mapping, practice analysis, and force field analysis—to gain a deeper understanding of the relationships, reinforcers, and pressures influencing their chosen issue. This work will also inform each group’s public policy advocacy campaign later in the course. Working collaboratively in their learning circles, students will create and submit a shared document that includes the pillars of support, a power map, a list of supporting and opposing practices, and a force field analysis.

First, students should revisit and update their list of pillars of support (e.g., structural, cultural, economic, political, or behavioral supports), maintaining the issue or policy, and identify which pillars are most central to sustaining the issue. Next, to create their power map, students will identify key stakeholders, organizations, or institutions with the power to influence the issue or policy, categorized as supporters, opponents, or neutral parties; and indicate their levels of influence (e.g., high, medium, low) and any relationships or networks connecting them. The power map should be presented visually as a diagram or matrix. Then, students should list at least three practices or contingencies that sustain the issue or current policy (opposing forces), and at least three practices that could support positive change (supporting forces). It may be helpful if students also identify which of these practices are behavioral, organizational, or policy-level practices. Finally, students will create a Force Field Analysis or a diagram that shows the driving forces for change and the restraining forces that maintain the status quo. Students may also include a brief interpretation (100–150 words) of the current balance of forces and potential leverage points for change.

Each group should submit one response on behalf of the group that includes: 1) a list of the pillars of support, 2) a power map, 3) a list of supporting and opposing practices, 4) a force field analysis, 5) the names of all circle members who contributed, and 6) a note confirming that all members contributed to the discussion and assignment. Please be sure to include citations for any external sources or data you used in the analysis (APA format).

Public Policy Advocacy Project Part III – Policy Refinement and Strategic Leverage:

This assignment builds on each group's systems analysis by helping them to refine their policy target and identify practical leverage points for social action. Drawing from Chapter 25, Section 1 of the Community ToolBox ("Changing Policies: An Overview"), each group will integrate what they have learned about systems, power, and practices to determine where and how policy change is most possible. This refined policy focus will also guide the next stage of each group's social action project.

Working collaboratively in their learning circles, students will first revisit their chosen issue and diagrams from their Public Policy Advocacy Project Part II. Using the guidance from the Community Tool Box Chapter 25, Section 1, students should identify the specific policy they aim to change (official or unofficial) in their public policy advocacy campaign, the level at which it operates (institutional, local, state, national), and a brief rationale as to why this policy is strategic and feasible to address now (consider timing, opportunity, and stakeholder readiness). Next, students should create a complex interdependency diagram (matrix analysis) in which they will posit the key actors and sectors responsible for maintaining the target issue and/or policy, the behaviors and/or practices each key actor/sector engages in to this end, the motivating context and consequences for each key actor/sector's behaviors and/or practices, and the interdependencies between and among them. Once students have a reasonable draft of their complex interdependency diagram, students should identify two or three leverage points (e.g., motivating operations and/or consequences for the key actors/sectors) that, if changed, would disrupt the interdependencies among the key actors/sectors, and increase the probability of changing the policy of interest.

Each group should submit one response on behalf of the group that includes: 1) a complex interdependency diagram, 2) a list of two to three potential leverage points, 3) the names of all circle members who contributed, and 4) a note confirming that all members contributed to the discussion and assignment. Please be sure to include citations for any external sources or data you used in the analysis (APA format).

Public Policy Advocacy Project Part IV – Vision and Recruitment Plan: This assignment will support students in defining and communicating a clear vision for their public policy advocacy campaign and developing an initial plan for building support and recruiting volunteers. Drawing from this unit's readings, students will prepare a short submission (2–3 pages) that includes: a compelling vision for their public policy advocacy campaign, at least three potential allies, and a plan for outreach and mobilizing community members and stakeholders.

Working collaboratively in their learning circles, students will first create a Campaign Vision Statement, or a concise, inspiring statement that captures the purpose, values, and desired outcomes of their group's advocacy effort. Next, students will identify 2–3 core messages they want to communicate, and specify who the primary audiences are (e.g., community members, policymakers, partner organizations). Thirdly, students will create a recruitment and engagement plan in which they outline practical strategies to recruit and engage supporters and volunteers. *Note: Students should consider both direct outreach (e.g.,*

presentations, social media, community events) and indirect methods (e.g., storytelling, partnerships). Finally, students should briefly identify any foreseeable challenges to recruitment and how they might address them, as well as existing assets or allies that can strengthen their campaign.

Each group should submit one response on behalf of the group that includes: 1) their vision statement, 2) two to three core messages and who the primary audience is, 3) a recruitment and engagement plan, 4) a list of foreseeable challenges to recruitment and how they might address them, as well as existing assets or allies that can strengthen their campaign, 5) the names of all circle members who contributed, and 6) a note confirming that all members contributed to the discussion and assignment. Please be sure to include citations for any external sources or data you used in the analysis (APA format).

Public Policy Advocacy Project Part V – Strategy and Tactics for

Nonviolent Action: This assignment helps students move from analysis and vision to strategic planning by developing a clear set of **nonviolent strategies and tactics** to advance their public policy advocacy goals. Drawing on principles from the Community ToolBox and the *Albert Einstein Institution's "198 Methods of Nonviolent Action"*, this phase emphasizes intentional, ethical, and evidence-informed approaches to social change. Working collaboratively in learning circles, students will develop a plan that identifies their group's overall strategy for achieving their targeted policy change and the specific tactics they will use to carry it out. Each group's plan should demonstrate how its actions align with its campaign's vision, values, and theory of change.

First, students will describe their overarching strategy for achieving the targeted policy change (e.g., raising public awareness, building alliances, shifting institutional practices, influencing legislation), and explain how this strategy aligns with their systems analysis (Part II and III) and campaign vision (Part IV). Next, students should identify at least three specific nonviolent tactics drawn from or inspired by *198 Methods of Nonviolent Action*; briefly explain why each tactic is appropriate for their issue, community context, and current opportunity structure; and, of these, designate at least two actions the group will implement before the semester ends (including a tentative timeline). Then, students should discuss why their chosen tactics are effective and consistent with nonviolent principles, identify any potential risks or unintended consequences, and explain how their group will mitigate them.

Each group should submit one, 2-3 page response on behalf of the group that includes: 1) their overarching strategy for achieving the targeted policy change with a brief explanation as to how this strategy aligns with their systems analysis, 2) at least three specific nonviolent tactics along with an explanation as to why each tactic is appropriate for their issue, 3) note two specific actions they will actually implement before the semester ends, the timeline for the implementation, a rationale as to why these tactics are likely to be effective, as well as potential risks or unintended consequences and a mitigation plan, 4) the names of all circle members who contributed, and 5) a note confirming that all members contributed to the discussion and assignment. Please be sure to include citations for any external sources or data you used in the analysis (APA format).

Public Policy Advocacy Project Part VI – Campaign Action and Media Plan:

This assignment moves the students' advocacy project from strategy to coordinated action. Building on their previous work identifying the policy focus, systems analysis, leverage points, and campaign strategies/tactics, each group will now develop a concrete, organized campaign action plan and a media campaign that communicates their vision and mobilizes support. This assignment will have two components: 1) a detailed campaign action plan, and 2) a media campaign plan.

For the campaign action plan, students should develop a detailed plan for implementing their public policy advocacy campaign. The plan should clearly specify: the goals and milestones (i.e., the concrete, measurable outcomes the group's campaign aims to achieve, a clear description of each student's roles and responsibilities (i.e., who will do what, when, and how), an updated timeline that includes a realistic sequence of actions, including at least two tactics students will implement before the semester ends, any remaining resources and logistics such as materials, partnerships, or approvals needed, and an updated risk and contingency plan (e.g., potential barriers and how the group will address them). This component of the assignment can be presented in a written or visual (e.g., Gantt chart or action calendar) document outlining the logistics and responsibilities for your campaign.

For the media Campaign Plan, students will design a clear and compelling media plan to communicate their group's campaign message and recruit support. Each plan should include a key message, the target audiences, the channels and tools, an action and engagement plan, and any sample products students might use. The key message should be a succinct, values-based narrative explaining the issue, why it matters, and what action students want people to take. The target audiences include anyone (or group) who needs to hear the campaign message (e.g., policymakers, allies, community members, the public). Channels and tools include appropriate media outlets (social media, op-eds, flyers, podcasts, etc.) and how they will be used. The action and engagement plan should detail how the media strategy supports the campaign goals (e.g., mobilizing volunteers, influencing decision-makers). Sample products should include at least one drafted media product (e.g., press release, social post, slogan, flyer, or video script). The media campaign plan should be no longer than 2 pages plus any attached or linked sample media product(s).

Each group should submit one response on behalf of the group that includes 1) the campaign action plan (visual and/or written), 2) the media campaign plan and any related sample products, 3) the names of all circle members who contributed, and 4) a note confirming that all members contributed to the discussion and assignment. Please be sure to include citations for any external sources or data you used in the analysis (APA format).

Public Policy Advocacy Project – Part VII: Evaluating and Reflecting on Your Campaign: This final assignment allows students to critically evaluate their group's public policy advocacy campaign — assessing how well their strategies worked, what impact they achieved, and what they learned about creating social and systems change. Using Community ToolBox Chapter 36 (Sections 1 & 5) as

a guide, students will conduct an evaluation that integrates both outcome and process reflections.

Each group will submit a concise written evaluation (2–3 pages, double-spaced) or record a 5-minute narrated presentation that addresses the following areas: 1) Campaign Goals and Outcomes, 2) Process Evaluation, 3) Impact and Evidence, and 4) Learning and Sustainability.

When describing the Campaign Goals and Outcomes, please restate the original policy goal(s) and campaign objectives, and describe what the group accomplished (i.e., what outcomes [intended or unintended] occurred?). As students develop their Process Evaluation, please describe which strategies, tactics, and organizational processes worked well, what challenges or barriers the group encountered, and how the group responded. Impact and Evidence should include evidence of the campaign's reach, influence, or engagement (e.g., attendance numbers, media analytics, feedback, policy traction, etc.) and a description of the campaign's impact. Finally, for Learning and Sustainability, please explore what the team learned about advocacy, leadership, and systems change, what the group would recommend for sustaining or scaling the campaign beyond this course, and tips for students who may take the course in the future if they choose to pick up the group's campaign at that time.

Each group should submit one response on behalf of the group. The submission can take the form of a 2-3 page written report, or a 5-minute (maximum) narrated presentation, using slides or visuals as appropriate. If the group chooses to submit a written report, please be sure to include the names of all circle members who contributed, and a note confirming that all members contributed to the discussion and assignment.

Public Policy Advocacy Project – Final Portfolio: The final Public Policy Advocacy Portfolio is an opportunity for students to synthesize and showcase the full scope of their learning and action this semester. Each group will compile, refine, and present the key components of their team's public policy advocacy campaign — integrating feedback received throughout the term, demonstrating their understanding of systems change and policy processes, and reflecting on their growth as advocates, collaborators, and behavioral community change agents. This portfolio represents the culmination of students' work toward developing an informed, actionable, and culturally responsive plan for social and policy change.

Each group will submit a digital advocacy portfolio (Google Site, Padlet, Canva, or another accessible platform of your choice) that includes all major components of your Public Policy Advocacy Project, revised and refined in response to instructor and peer feedback received throughout the semester. Portfolios should be organized, visually coherent, and accessible (e.g., readable fonts, concise text, meaningful visuals). The portfolio should include the following components:

1. Overview Page: Policy Focus and Rationale

- Concisely restate the issue and specific policy your campaign targets.
- Summarize the significance, feasibility, and alignment with your group's values and analysis.

2. **Project Components (Revised):**

Include improved versions of the following, as developed across the course sequence:

- **Part II:** Pillars of Support and Power Map
- **Part III:** Policy Refinement and Strategic Leverage
- **Part IV:** Vision and Recruitment Plan
- **Part V:** Strategies and Tactics Plan
- **Part VI:** Campaign Action Plan and Media Plan
- **In-Class Presentations 2 & 3:** Brief highlights
- **Part VII:** Campaign Evaluation

3. **Final Reflection: Integrating Behavioral Community Psychology (300–500 words).**

Each student in the group should submit their own reflection that addresses the following:

- What did you learn about systems change, power, collaboration, and nonviolent strategic action?
- How do your campaign and your team's advocacy practices illustrate core principles of behavioral community psychology (e.g., interdependence, shared contingencies, cultural context, participatory approaches, reinforcement for collective action)?
- How has this experience shaped your understanding of what sustainable, equitable social and policy change requires?
- What would you continue, improve, or expand if you were to carry this campaign forward beyond the course?

4. **References & Appendices:**

- Include properly formatted APA citations for any external sources used.
- Append key visuals (e.g., power maps, complex interdependency diagrams, force field analyses, media materials, etc.).

Each group should submit a digital link to their portfolio (Google Site, Canva, Padlet, PDF, etc.) on the E-Learning site. Please be sure to include the names of all circle members who contributed, a note confirming that all members contributed to the discussion and assignment and be sure to include each student's Final Reflection document.

Public Policy Advocacy Project Part I @ 20 pts = 20 pts

Public Policy Advocacy Project Part II @ 50 pts each 50 pts

Public Policy Advocacy Project Part III @ 50 pts each = 50 pts

Public Policy Advocacy Project Part IV @ 50 pts each = 50 pts

Public Policy Advocacy Project Part V @ 50 pts each = 50 pts

Public Policy Advocacy Project Part VI @ 50 pts each = 50 pts

Public Policy Advocacy Project Part VII @ 50 pts each 50 pts

Public Policy Advocacy Project Final Portfolio @ 100 points = 100 pts

Total for Public Policy Advocacy Project = 420 pts

Point Summary:

Circles (10) @ 15 points each = 150 total points

Short Assignments (4) @ 10 points each = 40 total points

In-Class Presentations (1 @ 10 pts + 2 @ 30 pts) = 70 total points

Public Policy Advocacy Project (Parts I-VII @ 320 pts) = 320 total points

Public Policy Advocacy Final Portfolio (1 @ 100 pts) = 100 total points

Total Points Possible = 680 points

Note: Rubrics for all Short Assignments, In-Class Presentations, and the Public Policy Advocacy Project are available on the E-Learning site for the course.

Grading Criteria, Scale, and Standards:

Course Grade: Your course grade will be based on the number of points that you earn on unit quizzes, assignments, and extra credit of the 680 points possible.

All assignments will be graded according to a rubric developed specifically for the assignment and/or assignment type. Students will have access to the rubrics for each assignment/assignment type through the course website.

Grading Scale (% of 680 points earned):

Final Grade	Total Points	Minimum Percentage
A	>631	93%
BA	590-630	87%
B	556-589	82%
CB	515-555	76%
C	475-514	70%
DC	441-474	65%
D	420-440	62%
E	<419	

Extra Credit: Students will have the opportunity to earn extra credit points several times throughout the semester. Students should not rely on extra credit points to make up for points they missed for not completing a regularly scheduled assignment or to prevent them from failing the course. Extra credit points are awarded primarily for exemplary performance and work that goes beyond the minimum requirements for the course.

General Note on Writing Assignments:

I will hold you to high standards for grammar, syntax, and spelling in your writing assignments. Points will also be contingent upon implementing feedback received on previous assignments in subsequent assignments for the course.

You might find the resources helpful as you develop your oral and written communication skills:

- ***Publication Manual of the American Psychological Association (7th edition).***

Everyone considering a career in psychology needs to own this book. It contains many guidelines on structuring manuscripts, writing clearly and concisely, and following the mechanics of style. Your assignments must fulfill APA standards, including the

standards related to proper citations and references (see Academic Dishonesty section below).

- ***The Elements of Style (Classic Edition, 2017)***. Inexpensive and only about 100 pages long, but filled with useful practical advice on how to structure your writing and express yourself. It is well worth owning and is dirt cheap in comparison to average textbooks.
- ***WMU Writing Center***. The Writing Center offers face-to-face consultation for students. The Writing Center is located in 1343 Ellsworth Hall, and details can be found at: <https://wmich.edu/writingcenter>

Late Work or Make-up Work Policies:

No individual exceptions can be made to the syllabus

Re-grades: If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

Late Assignments: As class assignments are such an important part of the course and are cumulative in nature, this class will have a strict policy on late assignments. If a student turns in an assignment after a deadline, the grade for that assignment will be dropped one letter grade (e.g., from an "A" to a "B") for each day it is late until it is no longer eligible for points (i.e., from a "D" to an "F").

Technical issues are not a valid excuse for submitting late work or requesting extensions.

Work submitted after 11:59 p.m. EST (even one second after) will be marked late. The time on your computer may differ slightly from the time on the servers running E-Learning. If E-Learning indicates that your assignment was submitted late, it will be counted as late. Please don't wait until the last minute to submit your assignments.

Exceptional Circumstances: Taking courses during a global pandemic, economic crisis, climate crisis, uprisings, and more can increase the likelihood that students will find themselves in exceptional circumstances. In the case that you find yourself in an exceptional circumstance, please contact your course instructor immediately so that I can discuss your circumstances individually and develop a plan to ensure your successful completion of the course on a case-by-case basis. If I do not hear from you within one week of the assignment deadline, the previously described contingencies for grades on Late Assignments (see above) will be applied.

Some examples of exceptional circumstances may include the following:

- 1) Students are legitimately sick.
 - a. If students are legitimately sick, meaning that they have gone to the doctor, then students should contact the course instructor and/or teaching assistant as soon as possible, preferably before the assignment that the students will miss is due. Then, students should provide the course instructor with appropriate documentation when possible. Students should arrange a time to meet with the course instructors when they are feeling better to discuss an alternative plan.

- 2) Students have a personal and/or family emergency.
 - a. Please contact the course instructor as soon as possible (before the assignment is missed, if possible). Explain as much information regarding the emergency as is comfortable to share, providing documentation when possible. Students should arrange a time to meet in person or virtually with the course instructors when they are feeling better to discuss an alternative plan.

Assignments missed due to exceptional circumstances, and approved by the instructor for later submission, will generally be expected to be completed within two weeks of the missed assignment's due date unless other arrangements have been agreed upon.

Some exceptional circumstances may require collaboration with the chair of the psychology program or other offices on campus. If you believe your exceptional circumstance requires such collaboration, please contact the course instructor directly and as soon as possible. If the course instructors believe that additional collaborations will provide you with the necessary support to succeed in this course, I will recommend that you do so before developing a plan to complete missed assignments.

Artificial Intelligence Policy: Misuse of AI, such as submitting AI-generated content without meaningful input, understanding, or appropriate citation, will be treated as a violation of academic integrity and treated as academic dishonesty.

Student Conduct: Each student automatically certifies that any material submitted for grading is his/her own independent work. WMU policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Moreover, cheating will not be tolerated. Cheating on a quiz includes unauthorized use of course-related materials (e.g., notes, books, AI, etc.), receiving/giving quiz-related information during the quiz, looking at another student's quiz, and/or communicating with other students during the quiz.

Group work is encouraged; however, there have been instances in the past where it could be mistaken for cheating or plagiarism. "Legitimate" group work involves consulting with your peers, sharing ideas, suggestions, and corrections, which you then consider when developing your own unique and individual product. Drafting your assignment and then comparing specific parts of your work with others' is appropriate. Copying someone else's work or making your work available for others to copy is not legitimate; it is cheating. If you are unsure about the boundaries of legitimate group work, always (1) ask the instructor for clarification, and (2) disclose your actions fully to avoid any misunderstandings. I am happy to discuss these boundaries and work with you to enhance your learning while maintaining individual accountability.

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. The *Student Rights and Responsibilities* can be found in the *Academic Policies* section of the Undergraduate and Graduate Catalogs (<http://catalog.wmich.edu/>). If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct with respect to the charge (website: <http://www.wmich.edu/conduct>). You will be allowed to review the charge(s), and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty before the submission of an assignment or test.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

Harassment: Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy, see www.wmich.edu/sexualmisconduct.

Students with Disabilities: If you have a documented disability and need reasonable accommodations, please contact the instructor during the first week of classes so that I have time to ensure that your needs are met promptly. In order for us to provide accommodations, students must contact the University's Disability Services for Students (DSS) center at the beginning of the semester to inform them of the disability and obtain a letter from them indicating the type of accommodation that is appropriate. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact (269) 387-2116 or visit the website of the DSS (see below). A disability determination must be made by this office before any accommodations are provided by the instructor. Accommodations are not retroactive.

WMU's Religious Holidays and Religious Observance Policy: Western Michigan University respects the religious beliefs of its students and will make necessary and reasonable provisions to accommodate the exercise of religious beliefs. It is the policy of Western Michigan University that students be excused from class for the purpose of observing major religious holidays without penalty, *provided the student has made such a request in writing at least one week in advance to the class instructor*. Missed class time because of major religious observances does not excuse the student from class work or examinations. The student must provide the faculty with a one-week formal, written request identifying how completion of the coursework will be accomplished. Faculty will provide students making such written requests with a reasonable amount of time to make up the work missed in each class.

What to do if you have a complaint or problem with the class: In most circumstances, you should first discuss your concerns with the instructor in a professional manner. Try to be positive and find a solution. If the instructor's response (or lack thereof) appears to be unreasonable and unfair, then you should consider moving on to the next step. If the instructor is a graduate student instructor, you should contact the faculty supervisor for the course (if this person isn't listed in the syllabus, you could contact the relevant department for this information; in the case of this class, in the Department of Psychology, that person would be Dr. Jonathan Baker, and you can find this information on the department's webpage. If you believe the Chair was also unreasonable and unfair, or if you believe that the Chair cannot be impartial regarding your concern, then the Ombudsman's Office (<http://wmich.edu/ombudsman>) would be the next step in the process. Their office can also provide support if you believe you need to take

additional steps. The process described above applies for most issues that might arise in academic matters. However, if you are the victim of unfair discrimination or sexual harassment, you should instead contact the following offices directly:

Unfair discrimination: Contact the Office of Institutional Equity: <http://www.wmich.edu/equity>

Sexual harassment: Contact the Title IX Coordinator:
<https://wmich.edu/sexualmisconduct/report>

Incompletes: An Incomplete grade will be given only in the case of documented circumstances beyond your control that prevent class attendance, and this remains up to the discretion of the instructor. Poor performance is not sufficient justification for an Incomplete; an Incomplete may not be given as a substitute for a failing grade.

Note: missing a single quiz or assignment would not be grounds for an incomplete, given the course policy related to Exceptional Circumstances (see previous sections of syllabus for details). Further, missing an approved opportunity to make up a quiz or assignment is not grounds for an incomplete.

Withdrawing from the Course: For the last day to withdraw from the class without academic penalty, please see [2026-27 Academic Calendar | Western Michigan University \(wmich.edu\)](#). This day will be the day on which a withdrawal can be student-initiated.

Late Withdrawals: If you wish to withdraw from the course after the deadline for student-initiated withdrawal, this will only be allowed in the case of a documented hardship. A Hardship Panel will determine if a hardship exists and whether a withdrawal is warranted. Your instructor cannot determine whether or not you will be allowed a late withdrawal. The Hardship Withdrawal process must be handled through the Ombudsman's Office. Details can be found here: <http://www.wmich.edu/ombudsman/> and <http://www.wmich.edu/registrar/records/withdraw.html>

WMU Disclaimer and Notice to all students and faculty:

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

WMU Student Organizations. Students might find it useful to partner with, join, or establish an official student organization to support their public policy advocacy projects. The following links provide Information about student groups at WMU:

<https://wmich.edu/studentengagement/threebranchstructure>
https://files.wmich.edu/s3fs-public/2024-08/rso_handbook_2024-2025.pdf
<https://wmuwsa.org/funding>

<https://wmich.edu/gsa>
<https://wmich.edu/studentengagement/rso>
<https://wmich.edu/studentengagement/rso/register>

Posting Information on Campus. Students may be inclined to post information about their public policy campaigns around campus to raise awareness and/or recruit support for their public policy advocacy campaign. The guidelines for posting information on campus are available here: <https://wmich.edu/policies/posting>

Political Activities on Campus. Some students may identify issues of interest that are or could be interpreted as a political activity. Students should be familiar with WMU's policy regarding political activities on campus <https://wmich.edu/policies/political-activities> and WMU's policy on hosting public events <https://wmich.edu/policies/public-events> before planning any events related to their public policy advocacy campaign that will be held on campus.

When selecting strategies and tactics for their public policy campaign, students may be inclined to select tactics aligned with civil disobedience. Note that the following tactics are disallowed on the WMU campus and are therefore not appropriate for use in this course:

4.11.1. Protest is a necessary and acceptable means of expression within the WMU community. However, protest may not obstruct the basic exchange of ideas or the free expression of those whom they are protesting. Such obstruction is a form of censorship, no matter who initiates it or for what reasons.

4.11.2. Protests or demonstrations that infringe upon the rights of others to peaceful assembly, orderly protest, free exchange of ideas, or that interfere with the rights of others to make use of or enjoy the facilities or attend the functions of the University will not be tolerated.

4.11.3. Picket lines that permit free passage of those who wish to pass, and signs, banners and peaceful assemblies are all acceptable. However, the University reserves the right to request removal of signs that constitute a hazard to other people or that interfere with others' participation in the event.

4.11.4. Prohibited actions include, but are not limited to, blocking access, obstructing or impeding passage of a person or vehicle, actions that result in bodily harm, erecting or placing of obstructions that result in depriving others of their rights. If individuals do not comply with the University's request, the University may remove either the sign or the individual from the event. The University's determinations in this regard shall be content neutral.

4.11.5. Halting a lecture, debate, or any public forum is an unacceptable form of protest. "Halting" means directly or indirectly preventing a speaker from speaking - even for a brief period of time - or seizing control of a public forum for one's own purposes

4.2.3. Obstructing building entrances, walkways, and rights-of-way; obstructing vehicular or pedestrian traffic on or adjacent to campus; or substantially disrupting classes, meetings, events, ceremonies, or other essential processes of the University will generally be considered disruptive of University activities and functions. Continuous or repeated sound audible to those in contiguous or nearby classrooms, offices or other rooms (e.g., loud music) may be considered disruptive.

4.3.3. Persons using Common Outdoor Spaces shall not purposefully touch, strike or physically impede the progress of passersby, nor shall they force passersby to accept distributed materials. See Posting and Distributing Materials on Campus Policy.

4.3.5. Those using Common Outdoor Spaces may use amplification so long as it does not disrupt the orderly conduct of the campus, classes, or other lawful activities.

Amplification may not exceed 90dBs and is not allowed near classroom or residential buildings the week of final examinations and other University-designated study days

Note: You are responsible for all of the information presented in this syllabus. Therefore, you should keep this document where you can refer to it for the entire semester.

Course Calendar & Topics Outline

Unit 1: Syllabus & Course Introduction

Required Readings

Course Syllabus

Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). Introduction to community Psychology. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 3-22). College of Science and Health Full Text Publications.
<https://via.library.depaul.edu/cshtextbooks/1>
 Chapter 1 – Introduction to the Field of Community Psychology (pp. 3-22)

Optional Readings & Additional Resources

Kelly, J. G. (1966). Ecological constraints on mental health services. *American Psychologist*, 21(6), 535–539. <https://doi.org/10.1037/h0023598>
 Journal of Community Psychology
<https://onlinelibrary.wiley.com/journal/15206629>
 The Community Toolbox (n.d.).
<https://ctb.ku.edu/en/table-of-contents>
 The Society for Community Research & Action
<https://www.communitypsychology.com/what-is-community-psychology/>

Unit 2: Introduction to Community Psychology & Social Action

Required Readings

Toro, P. A. (2019). History. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 22-39). College of Science and Health Full Text Publications.
<https://via.library.depaul.edu/cshtextbooks/1>
 Chapter 2 – History (pp. 22-39)
 The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
 Chapter 5: Choosing Strategies to Promote Community Health and Development:
 Section 4 - Social Action

Optional Readings

Cihon, T. M., Mattaini, M. A., Rakos, R. F., & Rehfeldt, R. A. (2024). Editorial: Identifying barriers for behavior scientists working on social issues. *Behavior & Social Issues*, 33(2), 581–594. <https://doi.org/10.1007/s42822-024-00190-5>
 Ellison, R. L. (2018). Corporate Social Responsibility (CSR) and prospective employment decisions: Exploring social change through college students. *Journal of College and Character*, 19(4), 275–291. <https://doi.org/10.1080/2194587X.2018.1517648>
 Fawcett, S. B. (1991). Some values guiding community research and action. *Journal of Applied Behavior Analysis*, 24(4), 621–636. <https://doi.org/10.1901/jaba.1991.24-621>
 Jason, L. A., Stevens, E., Ram, D., Miller, S. A., Beasley, C. R., & Gleason, K. D. (2016). Theories in the field of Community Psychology. *Global Journal of Community Psychology Practice*, 7(2). <https://doi.org/10.7728/0702201601>
 Kaufman, J. S., Abraczinskas, M., & Salusky, I. S. (2020). Tell it to me straight: The benefits (and struggles) of a consumer-driven assessment process. *American Journal of Community Psychology*, 65(1-2), 125-135. <https://doi.org/10.1002/ajcp.12373>
 Kelly, A., & Viola, J. (2019). Who we are. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N.

Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 39-60). College of Science and Health Full Text Publications.

<https://via.library.depaul.edu/cshtextbooks/1>

Chapter 3 – Who we are (pp. 39-60)

Community Advocacy: A psychologist's toolkit for state and local advocacy.

https://www.communitypsychology.com/wp-content/uploads/2019/06/2019_Community_Advocacy_A_Psychologist_Toolkit.pdf

Unit 3: Behavioral Community Psychology

Required Readings

Jimenez, T. R., Hoffman, A., & Grant, J. (2019). Theories. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 83-96). College of Science and Health Full Text Publications.

<https://via.library.depaul.edu/cshtextbooks/1>

Chapter 5 – Theories (pp. 83-96)

Suarez-Balcazar, Y., Francisco, V. T., & Jason, J. A. (2019). Behavioral community approaches. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 307-328). College of Science and Health Full Text Publications.

<https://via.library.depaul.edu/cshtextbooks/1>
Chapter 16 – Behavioral community approaches (pp. 307-328).

Optional Readings

Bogat, G. A., & Jason, L. A. (2000). Toward an integration of behaviorism and community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 101–114). Springer.

Cihon, T. M., & Mattaini, M. A. (Eds.). (2020). *Behavior science perspectives on culture and community*. Springer.

Fawcett, S. B., Mathews, R. M., & Fletcher, R. K. (1980). Some promising dimensions for behavioral community technology. *Journal of Applied Behavior Analysis*, 13(3), 505-518.

Glenwick, D. S., & Jason, L. A. (1984). Behavioral community psychology: An introduction to the special issue. *Journal of Community Psychology*, 12(2), 103-112.

Jason, L. A. (1977). Behavioral community psychology: Conceptualizations and applications. *Journal of Community Psychology*, 5(4), 303-312.

Jason, L. A., Braciszewski, J. M., Olson, B. D., & Ferrari, J. R. (2005). Increasing the number of mutual help recovery homes for substance abusers: Effects of government policy and funding assistance. *Behavior and Social Issues*, 14(1), 71–79.

<https://doi.org/10.5210/bsi.v14i1.121>

Jason, L. A., Glenwick, D. S., & Moritsugu, J. (2021). Behavioral methods in community settings: A neglected or a vital force? *Behavior and Social Issues*, 30(1), 525–534.

<https://doi.org/10.1007/s42822-021-00046-2>

King, M. L., Jr. (1968). The role of the behavioral scientist in the civil rights movement. *American Psychologist*, 23(3), 180–186. <https://doi.org/10.1037/h0025715>

Nietzel, M. T., Winett, R. A., & MacDonald, M. L. (2013). *Behavioral approaches to Community Psychology: Pergamon General Psychology Series* (Vol. 63). Elsevier.

Rakos, R. F., Watson-Thompson, J., & Anderson-Carpenter, K. (2022). An editorial on revitalizing Behavioral Community Psychology: Where are we going now? *Behavior and Social Issues*, 31, 190–193. <https://doi.org/10.1007/s42822-022-00111-4>

Watson-Thompson, J., Francisco, V. T., & Anderson-Carpenter, K. D. (2020). A behavioral community approach to community health and development: Tools for collaborative action. In *Behavior science perspectives on culture and community* (pp. 333-356). Cham: Springer International Publishing.

Watson-Thompson, J., Rakos, R. F., & Anderson-Carpenter, K. (2021). An editorial on revitalizing Behavioral Community Psychology: Where do we go from here? *Behavior and Social Issues*, 30, 514–524. <https://doi.org/10.1007/s42822-021-00080-0>

Unit 4: Troubles & Issues

Required Readings

Jacobs, J. A. (2021). Sociological curiosity: Updating C. Wright Mills. *Contexts*, 20(3), 34-39. <https://doi.org/10.1177/15365042211035337>

Myers-Lipton, S. (2023). *CHANGE! A student guide to social action (2nd edition)*. Routledge.

Chapter 1 – Issue Development (pp. 1-19)

United Nations (n.d.). *UN Sustainable Development Goals*. <https://sdgs.un.org/goals>

Optional Readings

Levin, K., Cashore, B., Bernstein, S., & Auld, G. (2012). Overcoming the tragedy of super Wicked problems: Constraining our future selves to ameliorate global climate change. *Policy Sciences*, 45, 123–152. <https://doi.org/10.1007/s11077-012-9151-0>

Malagodi, E. F., & Jackson, K. (1989). Behavior analysts and cultural analysis: Troubles and issues. *The Behavior Analyst*, 12(1), 17-33. <https://doi.org/10.1007/BF03392474>.

Mills, C. W. (2000). *The sociological imagination*. Oxford University Press

Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155–169. <https://doi.org/10.1007/BF01405730>

Unit 5: Group Dynamics, Leadership, & Decision Making

Required Readings

Ball, J., Caldwell, W., & Pranis, K. (2010). *Doing democracy with circles: Engaging communities in public planning*. Living Justice Press.

Chapter 3 – An overview of circle processes (pp. 32-48)

Chapter 7 – Getting started: how to use a talking circle in a planning process (pp. 70-81)

Myers-Lipton, S. (2023). *CHANGE! A student guide to social action (2nd edition)*. Routledge.

Chapter 2 – Setting the tone (pp. 20-27)

Optional Readings

Ball, J., Caldwell, W., & Pranis, K. (2010). *Doing democracy with circles: Engaging communities in public planning*. Living Justice Press.

Esquierdo-Leal, J. L., & Houmanfar, R. A. (2021). Creating inclusive and equitable cultural practices by linking leadership to systemic change. *Behavior Analysis in Practice*, 14(2), 499-512.

Houmanfar, R. A., & Mattaini, M. A. (2015). Leadership and cultural change. *Journal of Organizational Behavior Management*, 35(1-2), 1-3.

Houmanfar, R. A., & Mattaini, M. A. (2016). Leadership and cultural change: Implications for behavior analysis. *The Behavior Analyst*, 39(1), 41-46.

Mattaini, M., & Holtschneider, C. (2017). Collective leadership and circles: Not invented here. *Journal of Organizational Behavior Management*, 37(2), 126–141. <https://doi.org/10.1080/01608061.2017.1309334>

Mattaini, M. A., & Roose, K. M. (2022). Organization and leadership in resistance movements: Constructing justice. In R. A. Houmanfar, M. Fryling, & M. P. Alavosius (Eds.), *Applied behavior science in organizations: Consilience of historical and emerging trends in organizational behavior management* (pp. 245–259). Routledge/Taylor & Francis Group.

Unit 6: Oppression, Power, & PolicyRequired Readings

- Cihon, T. M., & Kazaoka K. (2021). A cultural behavioral systems science perspective on the struggle for social justice. In Sadavoy, J. & Zube, M. (Eds). *Compassion and social justice in applied behaviour analysis: A collection of essays* (pp. 100-106). Informa UK Limited.
- Palmer, G. L., Fernandez, J. S., Lee, G., Masud, H., Hilson, S., Tang, C., Thomas, D., Clark, L., Guzman, B., & Barnai, I. (2019). Oppression and power. In L. A. Jason, O., Glantsman, J. F. O'Brien, & K. N. Ramian (Eds.), *Introduction to Community Psychology: Becoming an agent of change* (pp. 160-182). College of Science and Health Full Text Publications. <https://via.library.depaul.edu/cshtextbooks/1>
- Chapter 9 – Oppression and power (pp. 160-182)
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 25: Changing policies:
- Section 1 – Changing policies: An overview

Optional Readings

- Goldiamond, I. (1974/2002). Toward a constructional approach to social problems: Ethical and constitutional issues raised by applied behavior analysis. *Behaviorism*, 2, 1–84. <https://doi.org/10.5210/bsi.v11i2.92>
- Goltz, S. M. (2020). On power and freedom: Extending the definition of coercion. *Perspectives on Behavior Science*, 43(1), 137-156.
- Goltz, S. M., & Hietapelto, A. (2003). Using the operant and strategic contingencies models of power to understand resistance to change. *Journal of Organizational Behavior Management*, 22(3), 3–22. https://doi.org/10.1300/J075v22n03_02
- Lowery, C. T., & Mattaini, M. A. (1999). The science of sharing power: Native American thought and Behavior Analysis. *Behavior and Social Issues*, 9, 3–23. <https://doi.org/10.5210/bsi.v9i1.139>
- Myers-Lipton, S. (2023). *CHANGE! A student guide to social action (2nd edition)*. Routledge.
- Chapter 4 – Building power (pp. 43-59)

Unit 7: Getting InformedRequired Readings

- Dr. Dee (n.d.). *How to use power mapping in action research* [Video]. Youtube. <https://www.youtube.com/watch?v=AnwOPNhxzas>
- Mattaini, M. A. (2013). *Strategic nonviolent power: The science of Satyagraha*. AU Press. <https://doi.org/10.15215/aupress/9781927356418.01>
- Chapter 3 - Behavioural science principles for nonviolent strategy (pp. 47-63)
- Chapter 4 - Behavioural systems science and nonviolent struggle (pp. 64-88)
- Mattaini, M. A., Cihon, T. M., & Roose, K. M. (2025). We, the people, have the power: Initiating and sustaining constructive programs. *Behavior and Social Issues*, 34, 244–252. <https://doi.org/10.1007/s42822-025-00226-4>
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 3: Assessing community needs and resources:
- Section 4: Collecting information about the problem

Optional Readings

- Biglan, A. (1995). *Changing cultural practices: A contextualist framework for intervention research*. Context Press.
- Mattaini, M. A. (2013). *Strategic nonviolent power: The science of Satyagraha*. AU

- Press. <https://doi.org/10.15215/aupress/9781927356418.01>
- Mattaini, M. A., & Lowery, C. T. (2007). Perspectives for practice. In M. A. Mattaini & C. T. Lowery (Eds.), *Foundations of social work practice* (pp. 31-62). NASW Press.
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 3: Assessing community needs and resources:
- Example 1: Hillsboro Healthy Teens: Preventing Teen Pregnancy In School & Home
- Example 2: Youth Smoke Out: Understanding and Preventing Tobacco Use Among Youth
- Example 3: Los Dientes Saludables: Improving the Number of Healthy Smiles in Our Community
- Example 5: Kenya's National School-Based Deworming Program

Unit 8: Building a Movement

Required Readings

- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 7: Encouraging involvement in community work:
- Section 1: Developing a plan for increasing participation in community action
- Section 5: Making Personal Contact with Potential Participants
- Chapter 11: Recruiting and training volunteers:
- Section 2: Recruiting volunteers
- Chapter 14: Core functions in leadership:
- Section 2: Developing and Communicating a Vision

Optional Readings

- Cihon T. M., Rakos, R. F., & Mattaini, M. A. (2025). Editorial: Building a movement. *Behavior and Social Issues*, 34, 233–243. <https://doi.org/10.1007/s42822-025-00235-3>
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 7: Encouraging involvement in community work:
- Section 6: Involving key influentials in the initiative
- Chapter 7: Encouraging involvement in community work:
- Section 7: Engaging people most affected by the problem
- Mattaini, M. A., Cihon, T. M., Rehfeldt, R. A., & Rakos, R. F. (2025). Editorial: The challenges now are far bigger. *Behavior and Social Issues*, 34, 1–16. <https://doi.org/10.1007/s42822-025-00202-y>
- Ulrich, R. E. (1974). Behavior modification and the role of the university in effecting social change. In F. S. Keller & E. Ribes-Inesta (Eds.), *Behavior modification: Applications to education* (pp. 177-194). Academic Press.

Unit 9: Strategies & Tactics

Required Readings

- Albert Einstein Institution (AEI) (n.d.). 198 methods of nonviolent action. <https://www.aeinstein.org/198-methods-of-nonviolent-action>
- Ardila Sanchez, J. G., Cihon, T. M., Malott, M. E., Mattaini, M. A., Rakos, R. F., Rehfeldt, R. A., Richling, S. M., Roose, K. M., Seniuk, H. A., Stewart, D., & Watson-Thompson, J. (2020). Collective editorial: Ten guidelines for strategic social action. *Behavior and Social Issues*, 29, 15–30. <https://doi.org/10.1007/s42822-020-00038-8>
- Mattaini & Cihon (n.d.) The design and power of constructive programs.
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
- Chapter 8. Developing a Strategic Plan

Optional Readings

- Chenoweth, E. (2020). The future of nonviolent resistance. *Journal of Democracy*, 31(3), 69–84. <https://doi.org/10.1353/jod.2020.0046>
- Chenoweth, E. (2023). The role of violence in nonviolent resistance. *Annual Review of Political Science*, 26(1), 55–77. <https://doi.org/10.1146/annurev-polisci-051421-124128>
- Holland, J. G. (1974). Are behavioral principles for revolutionaries. In F. S. Keller & E. Ribes-Inesta (Eds.), *Behavior modification: Applications to education* (pp. 195-208). Academic Press.

Unit 10: Campaign Planning & Media RelationsRequired Readings

- Long, B. (2023). *Field guide to raising hell*. Scott Publishing Company.
Steps to success (pp. 16-26)
- Myers-Lipton, S. (2023). *CHANGE! A student guide to social action (2nd edition)*. Routledge.
Chapter 8 – Campaign kickoff (pp. 99-113)
Chapter 9 – Campaign plan (pp. 114-121)
- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
Chapter 34: Media advocacy:
Section 1: Working with the media

Optional Readings & Additional Local (Kalamazoo) & Campus Media & Information Sources

- The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>
Chapter 34: Media advocacy:
Section 5: Meeting the media
- <https://www.localjournalismfoundation.org/about>
<https://wmich.edu/communication/directory/faculty>
<https://www.mlive.com/kalamazoo/>
<https://nowkalamazoo.org/>
<https://publicmedianet.org/amplify-kalamazoo/>
<https://www.kzoo.edu/academic/programs/film-and-media-studies/>
https://www.kvcc.edu/programs/english_humanities_liberal_arts/com.php
<https://www.solutionsjournalism.org/directory-profile/second-wave-media>

89.1 WIDR FM is WMU's student-operated radio station WIDR is located at 1501 Faunce and staff can be reached at 269-387-6301 or at widr.gm@gmail.com. Press releases can also be sent to widr.gm@gmail.com.

The Western Herald is WMU's student-operated newspaper. The Western Herald is located at 1517 Faunce and staff can be reached at 269-387-2092. See westernherald.com/site/contact.html for more contact information.

WMU NEWS is WMU's faculty and staff newspaper. WMU News is located in Walwood Hall and can be reached at 269-387-8400 or at wmich.edu/news/contact.

Unit 11: Campaign Launch: First ActionRequired Readings

n/a

Unit 12: Reflect & Celebrate or Try Again

Required Readings

n/a

Unit 13: Campaign Launch: Second Action

Required Readings

n/a

Unit 14: Campaign Evaluation & Portfolios

Required Readings

Roose, K. M., Rakos, R. F., Malkin, A., & Cihon, T. M. (2026). Editorial: Playing the long game: What behavior science brings to the resistance. *Behavior and Social Issues*, 35, 1–21

<https://doi.org/10.1007/s42822-026-00258-4>

The Community Toolbox (n.d.). <https://ctb.ku.edu/en/table-of-contents>

Chapter 36: Introduction to evaluation:

Section 1: A framework for program evaluation: A gateway to tools

Chapter 36: Introduction to evaluation:

Section 5: Developing an evaluation plan

Chapter 33: Conducting a direct action campaign:

Section 20: Advocacy over and for the long term

Optional Readings

Thompson, R. L., Belokas, J., Johnson, K., & Williams, A. L. (2023). The Public Policy Advocacy Actions Checklist: Success stories from three states. *Behavior Analysis in Practice*, 18(2), 594-611. <https://doi:10.1007/s40617-023-00874-1>.

Unit 1: Syllabus & Course Introduction				
Class	Date	Name	Readings	Activities
1	Sept 3	Course Introduction & Syllabus	Course Syllabus Chp 1 in Jason et al. (2019)	In Class Lecture 1
Unit 2: Introduction to Community Psychology & Social Action				
Class	Date	Name	Readings	Activities
2	Sept 8	History of & Opportunities in Community Psychology	Chp 2 in Jason et al. (2019)	In Class Lecture 2
3	Sept 10	Social Action	Chp 5 Section 4 in the CTB	In Class Lecture 3
Short Assignment 1 due by Sept 14 @ 11:59 pm EST				
Unit 3: (Behavioral) Community Psychology				
Class	Date	Name	Readings	Activities
4	Sept 15	Theories of Community and Behavior Change	Chp 5 in Jason et al. (2019)	In Class Lecture 4
5	Sept 17	Behavioral Community Psychology	Chp 16 in Jason et al. (2019)	In Class Lecture 5
Short Assignment 2 due by Sept 21 @ 11:59 pm EST				
Unit 4: Troubles & Issues				
Class	Date	Name	Readings	Activities
6	Sept 22	Troubles & Issues	Jacobs (2021) Chp 1 in Myers-Lipton (2023) UN (n.d.)	In Class Lecture 6
Short Assignment 3 due by Sept 23 @ 11:59 pm EST				
In-Class Presentation 1 due by Sept 24 @ 11:59 pm EST				
7	Sept 24	Issue Development	n/a	In Class Mini-Lecture 7 In Class Presentation 1
Short Assignment 4: Part I due by Sept 25 @ 11:59 pm EST				
Unit 5: Group Dynamics, Leadership, & Decision Making				
Class	Date	Name	Readings	Activities
8	Sept 29	Collective Leadership & Circle Processes Part I	Chp 3 in Ball et al. (2010) Chp 7 in Ball et al. (2010)	In Class Mini-Lecture 8 In Class Breakout Session 1: Issue Development Talking Circle I
**Circle Process Evaluation & Reflection Rubric 1 due by Sept 30 @ 11:59 pm EST **				
Short Assignment 4: Part II due by Sept 29 @ 11:59 pm EST				
9	Oct 1	Collective Leadership & Circle Processes Part I	Chp 2 in Myers-Lipton (2023)	In Class Mini-Lecture 9 In Class Breakout Session 2: Issue Development Talking Circle II

Circle Process Evaluation & Reflection Rubric 2 due by Oct 1 @ 11:59 pm EST				
Unit 6: Oppression, Power, & Policy				
Class	Date	Name	Readings	Activities
10	Oct 6	Oppression, Power, & Policy	Chp 9 in Jason et al. (2019) Cihon & Kazaoka (2021) Chp 25 Section 1 in the CTB	In Class Mini-Lecture 10 In Class Breakout Session 3: Group Decision Making Circle – Select an Issue & a Policy
Circle Process Evaluation & Reflection Rubric 3 due by Oct 6 @ 11:59 pm EST				
Public Policy Advocacy Project Part I due by Oct 7 @ 11:59 pm EST				
Unit 7: Getting Informed				
Class	Date	Name	Readings	Activities
11	Oct 8	Power Maps, Supporting and Opposing Practices, & Force Field Analyses	Dr. Dee (n.d.) [video] Mattaini et al. (2025)	In Class Mini-Lecture 11 In Class Breakout Session 4: Learning Circle – Force Field Analysis & EcoMaps
Circle Process Evaluation & Reflection Rubric 4 due by Oct 8 @ 11:59 pm EST				
Public Policy Advocacy Project Part II due by Oct 12 @ 11:59 pm EST				
12	Oct 13	Policies & Complex Interdependency Diagrams Part I	Chp 3 Section 4 in the CTB	In Class Mini-Lecture 12 In Class Breakout Session 5: Learning Circle – Complex Interdependency Diagrams Part I
13	Oct 15	Policies & Complex Interdependency Diagrams Part II	Chp 3 & 4 in Mattaini (2013)	In Class Mini-Lecture 13 In Class Breakout Session 6: Learning Circle – Complex Interdependency Diagrams Part II
Circle Process Evaluation & Reflection Rubric 5 due by Oct 15 @ 11:59 pm EST				
Public Policy Advocacy Project Part III due by Oct 19 @ 11:59 pm EST				
Unit 8: Building a Movement				
Class	Date	Name	Readings	Activities
14	Oct 20	Recruitment	Chp 7 Sections 1 & 5, Chp 11 Section 2, & Chp 14 Section 2 in the CTB	In Class Mini-Lecture 14 In Class Breakout Session 7: Group Decision Making Circle – Vision & Recruitment Plan
Circle Process Evaluation & Reflection Rubric 6 due by Oct 20 @ 11:59 pm EST				
Public Policy Advocacy Project Part IV due by Oct 26 @ 11:59 pm EST				
FALL BREAK OCT 21-23				
Unit 9: Strategies & Tactics				
Class	Date	Name	Readings	Activities
15	Oct 27	Strategies & Tactics Part I	AEI (n.d.) 198 Methods of Nonviolent Action	In Class Mini-Lecture 15

			Ardila-Sanchez et al. (2020) Mattaini & Cihon (n.d.)		
16	Oct 29	Strategies & Tactics Part II	Chp 8 in the CTB Roose et al. (2025)		In Class Mini-Lecture 16 In Class Breakout Session 8: Group Decision Making Circle – Strategies & Tactics
Circle Process Evaluation & Reflection Rubric 7 due by Oct 29 @ 11:59 pm EST					
Public Policy Advocacy Project Part V due by Nov 2 @ 11:59 pm EST					
Unit 10: Campaign Planning & Media Relations					
17	Nov 3	Campaign Planning	Long (2023) – Steps to Success Chps 8 & 9 in Myers-Lipton (2023)	In Class Mini-Lecture 17 In Class Breakout Session 9: Group Decision Making Circle – Campaign Plan	
18	Nov 5	Media Relations	Chp 34 Section 1 in the CTB	In Class Breakout Session 10: Group Decision Making Circle – Media Plan	
Circle Process Evaluation & Reflection Rubric 8 due by Nov 5 @ 11:59 pm EST					
Public Policy Advocacy Project Part VI due by Nov 9 @ 11:59 pm EST					
Unit 11: Campaign Launch: First Action					
Class	Date	Name	Readings	Materials	Activities
19	Nov 10	Campaign Launch – First Action	n/a	In Class Mini-Lecture 18 Campaign Launch – First Action	
20	Nov 12	Campaign Launch – First Action	n/a	Campaign Launch – First Action	
In-Class Presentation 2 due by Nov 17 @ 11:59 pm EST***					
Unit 12: Reflect & Celebrate or Try Again					
Class	Date	Name	Readings	Activities	
21	Nov 17	Reflect & Celebrate or Try Again	n/a	In Class Mini-Lecture 19 In-Class Presentation 2	
22	Nov 19	Reflect & Celebrate or Try Again	n/a	In Class Breakout Session 11: Decision Making Circle – Reflect & Celebrate or Try Again	
Circle Process Evaluation & Reflection Rubric 9 due by Nov 19 @ 11:59 pm EST					
Unit 13: Campaign Launch: Second Action					
Class	Date	Name	Readings	Activities	
23	Nov 24	Campaign Launch – Second Action	n/a	In Class Mini-Lecture 20 Campaign Launch – Second Action	
THANKSGIVING BREAK NOV 25-NOV 29					
25	Dec 1	Campaign Launch – Second Action	n/a	Campaign Launch – Second Action	
26	Dec 3	Campaign Launch – Second Action	n/a	In-Class Presentation 3	
In-Class Presentation 3 due by Dec 3 @ 11:59 pm EST**					

Unit 14: Campaign Evaluation & Portfolios				
Class	Date	Name	Readings	Activities
27	Dec 8	Campaign Evaluation	Chp 36 Sections 1 & 5 in the CTB	In Class Mini-Lecture 21 In Class Breakout Session 12: Group Learning Reflection & Renewal Circle
Circle Process Evaluation & Reflection Rubric 10 due by Dec 8 @ 11:59 pm EST **Public Policy Advocacy Project Part VII due by Dec 9 @ 11:59 pm EST**				
28	Dec 10	Policy Advocacy Campaign Portfolio	Chp 33 Section 20 in the CTB	In Class Mini-Lecture 22 In Class Campaign Portfolio Workshop
Public Policy Advocacy Project Portfolio due by Dec 11 @ 11:59 pm EST				

Note: The instructor reserves the right to make changes to this schedule, syllabus, and/or planned exam content as deemed necessary.