



PSY 375: Psychology in the Public Interest

Fall 2018 online capstone

Instructor Contact information

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Rules of the Road #6: *People don't have to become "activists" to make things happen. Most people...aren't very "political" and don't want to be "activists." "Empowerment" occurs by helping people take incremental and relatively painless steps; this allows them to make a difference and may result in additional involvement.* Steven Endean

Course Description

The major objective of public interest advocacy is to solve fundamental problems of human justice concerning the equitable and fair treatment of all segments of society. This course is designed for motivated students who are eager to apply their knowledge of psychological science to confront some of society's most difficult social problems. This course will help students develop the skills and expertise necessary to advocate successfully on public interest issues. Students will be expected to produce a variety of writing samples and written documents and an advocacy video that illuminate their developing understanding of the issue they choose as well as the related experiences and skills necessary to facilitate change. Prerequisites: 1) Successful completion of PSY 100 (or equivalent). 2) Junior or Senior standing. Recommended: Successful completion of the Ethical Inquiry, Social Responsibility, and Citizenship general education requirement. Cr. 3.

Learning goals

- *Critical thinking*
 - In this course you are required to analyze public interest issues from the perspectives of multiple constituencies. You are expected to evaluate evidence, arguments, assertions, and assumptions for relevance, bias, and stereotyping. The course also provides opportunities for you to develop your ability to use written and spoken language and to evaluate and utilize contemporary information sources. You will demonstrate these skills in the writing and video assignments.
- *Understanding contexts*
 - In this course you are required to articulate and analyze multiple perspectives on public interest issues. You are expected to draw connections between current dominant perspectives and their historical antecedents as well as those between your personal perspectives and those of others. You are also encouraged to apply basic approaches to advocacy across different contexts. You will demonstrate these skills through your posts to the discussion board and by writing about the same topic for different audiences.
- *Engaging with other learners*
 - This course provides you with opportunities to articulate and share your views on public interest issues and to engage with other learners in mutual constructive feedback while contributing to a learning environment that is safe for self-exploration and critical academic inquiry. You will demonstrate these skills by providing and receiving feedback.
- *Reflecting and acting*
 - This course will help you identify issues that matter to you while developing skills that promote effective civic participation. You will demonstrate these skills in your choice of topic and in your interactions with other participants in the course.
- *Learning to learn with technology*
 - The probability is very high that at least some of your continuing education needs will be met through online learning. This course provides you with opportunities to gain expertise in using technology to accomplish your educational goals. You will practice and develop these skills by interacting successfully with the technology necessary to complete the course.

Course Structure

Psychology in the Public Interest is an asynchronous, online course. As you will see, the course has been designed to provide a roadmap that will guide you toward increased knowledge and skill focused on a public interest topic of your choice. We will use Blackboard to access digital course materials and for posting discussion board entries, and writing and video assignments. To access the course in Blackboard, navigate to <http://bb.courses.maine.edu/> (note: due to a compatibility issue, you may need to copy and paste this link into your web browser). Sign in using your MaineStreet username and password.

The instructor's role in an asynchronous, online course can be quite different from what you may have experienced in classes offered through other modalities. Rather than a "sage-on-a-stage," the instructor's role in this course may be better described as a curator, facilitator, coach, and guide. Rest assured that we will interact frequently (at least electronically), often on an individual basis. To avoid dominating discussion, I am unlikely to respond to every single post. However, I will monitor each thread and ask questions or offer a perspective when that furthers the conversation. You will also receive constructive feedback from the instructor on each assignment using the relevant rubric. For many assignments you will provide (and receive) feedback from other students as well. As questions arise, be sure to make them known, privately via email (michael.stevenson@maine.edu), or within the relevant discussion thread so that all of us have the opportunity to reply. (You can also contact other students in the course through the email function in Blackboard!)

Required readings and other course materials

Readings, course materials, announcements, and other pertinent information will be made available through Blackboard. As detailed in the course outline, readings include brief essays by public interest advocates, material intended to improve your advocacy skills, and examples that can serve as models for your own work. As the semester progresses, students will review and respond to discussion board posts and other material written by classmates. Research demonstrates that these pedagogical approaches lead to the development of important life and job skills including those related to finding, assessing, and analyzing information.

Communication

Students may contact the instructor with course-related concerns through email at michael.stevenson@maine.edu. Acknowledgements or responses to inquiries can usually be expected within one business day (e.g. if an inquiry is received on a Friday at noon, a response can be expected by Monday at noon). If I am away from my computer and unable to meet this aspiration, I will post an announcement in Blackboard.

If you want me to be aware of your personal circumstances (e.g. a learning disability) or you have a concern about your grades, email is preferred. However, I suggest that you not put extremely personal information in email at all. Keep in mind that email, especially those sent to my university email address, can be accessed by others in some circumstances (e.g. a freedom of information request). Perhaps I am old-fashioned, but I try to find another mechanism for communicating sensitive information (e.g. telephone, Hangout, Skype).

Please monitor your maine.edu email address **at least daily**. Students who forward their university email to a personal account have often discovered that they miss important information. In addition, email sent to the instructor from a personal account not associated with maine.edu is sometimes overlooked, mistaken for spam, or unidentifiable because it does not match an email address listed in MaineStreet and Blackboard. In short, please use your maine.edu email account for the purposes of this course.

Netiquette

Our text-based communication is vital in this course because it is the primary--and sometimes only--way we will connect with each other. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to re-read everything you write--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. Extend courtesy to others--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.)
4. If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

Resources

University Libraries

The University libraries provide many materials and services in support of student research, including electronic databases, journals, electronic and print books, librarian-curated subject guides, and interlibrary loan services. An activated library barcode on the student ID card is all that is necessary to start using library services. A research guide for Psychology is available on the library website at: <http://usm.maine.libguides.com/psychology>. Although not specific to psychology, the library also has a guide for those interested in researching public policy that you may find useful <http://usm.maine.libguides.com/policy>.

Basic research assistance is available both online (<http://usm.maine.libanswers.com/>) and in person at the reference desks during the library's extensive hours. More in-depth research sessions can also be scheduled; contact our assigned liaison librarian, Pat Prieto, at (207) 780-5662, pprieto@maine.edu, or via the appointment button on the research guide mentioned above.

Writing Support

You are encouraged to consult the writing tutors in the Learning Commons in USM's libraries on the Portland and Gorham campuses for assistance in polishing your work. The writing tutors can assist you with creating an outline, reviewing the structure and content of the first draft, identifying issues with grammar and sentence structure, and providing feedback on the final draft of the work. To schedule an appointment with a writing tutor at Portland, Gorham or

Lewiston-Auburn, please visit <https://usm.maine.edu/learningcommons/writing-assistance>. You can also call (207) 780-4228.

University College also supports a virtual writing lab available to all UMS students doing their coursework online or from a distance. The writing lab, known as VAWLT, supports an online chat and synchronous face-to-face support via Google Hangouts or Skype. Students can submit course papers for feedback, access tutorial videos, and receive citation support. To schedule an appointment with a VAWLT writing tutor, please visit <https://learn.maine.edu/vawlt>.

Technology Support Center

If you need technical support at any time during the course (especially concerning Blackboard), please contact the Technology Support Center:

Phone: (207) 780-4029

E-mail: helpdesk@maine.edu

Computer access

If you do not have ready access to a computer or the internet, it will be difficult to complete this course successfully. If lack of access is of concern, please consider scheduling time to travel to a library or other facility with publically accessible equipment. Students enrolled through a campus of the University of Maine System (including USM, of course) can access the necessary equipment on their home campus or at any of a variety of other satellite locations.

Participants will need routine access to a reliable PC or a Mac with the latest version of a web browser. In addition, you will need broadband Internet connection (DSL or faster). Below is a list of recommended software to maximize your learning experience.

Latest Versions of Plugins/Players

- [AdobeReader](#)
- [AdobeFlashPlayer](#)
- [Quicktime](#)
- [WindowsMediaPlayer](#)

Latest Versions of Internet Browsers

Run a [test](#) to see if your current web browser and its components are optimized to use Blackboard.

- [MozillaFirefox](#) (PC/MAC)
- [Chrome](#) (PC/MAC)

Note: Please avoid the use of Internet Explorer. It often has difficulty interfacing with other required technology. It is no longer supported by the manufacturer! Some students have also

indicated that they have had some difficulty with Safari. Regardless, if you begin to have problems interfacing, try a different browser.

Video Software

You will be making two videos this semester—see assignment descriptions for details. There are many options for how this can be done and you are free to use any software or equipment to which you have access. The only requirement is that the videos be viewable by your classmates without needing special software. As such, I recommend that you upload your videos to YouTube or Google Drive. Both options will convert your videos to a universal format and will provide you with a sharable link. Resources in Blackboard show how to activate your YouTube account and upload videos. The link to a free video recording software called Screencast-O-Matic works on both Macs and PCs. Please let me know if you do not have access to a webcam.

Policies

Academic integrity

Students are expected to complete graded work for this course independently. Although soliciting feedback from other students is highly encouraged, using another student's work and/or plagiarizing published material (whether electronic or print) is considered cheating. If you have questions about what constitutes plagiarism, please ask or contact the Chief Student Affairs Office at (207) 780-4035. Evidence of academic dishonesty will result in a zero for that assignment and a report will be filed.

Deadlines

All assignment deadlines are displayed in this document and on our Blackboard site in Eastern Time. Please record them in your personal calendar or whatever time management tool you use to keep yourself on schedule. You are always welcome to work ahead. However, you cannot get behind! Missed deadlines may impact the progress of other students, limit the feedback you receive, and prevent you from achieving important course goals. Missing deadlines also results in significant penalties. Ten (10) points will be deducted from the total score for any assignment submitted after the deadline unless arrangements are made well in advance.

As described in detail elsewhere in this syllabus, weekly discussion board entries and a variety of other assignments are worth 10 points each. In these cases, a zero will be entered into the gradebook for any 10 point assignment not submitted by the deadline. Failure to post assignments with higher point values by the relevant deadline will result in a 10 point penalty for each 24 hour period it is overdue.

If unanticipated things come up, like a death in family or an illness, let me know. However, I do not extend deadlines after they have passed. Please let me know that you need an extension well before an assignment is due. Failure to do so generally means no extension. An email to michael.stevenson@maine.edu describing the circumstances that might justify an extension is

usually sufficient but keep in mind that I am not always sitting at my computer (especially on weekends). Extensions may be granted for emergencies, accidents, illnesses and the like. Extensions are not likely in cases of forgetfulness, poor time management, or poor planning.

Accommodations

The University is committed to providing students with documented disabilities equal access to all university programs and services. If you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling (207) 780-4706 or by email at dsc-usm@maine.edu. If you have already received an accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. We will work together to ensure that course materials are accessible and necessary accommodations are available.

Sexual Discrimination Reporting

The University of Southern Maine is committed to making its campuses safe places for students. Because of this commitment, if you tell a professor or staff person about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, or any form of gender discrimination involving members of the campus communities, the professor or staff person is required to report this information to the campus Title IX Coordinator, Betsy Stivers (207) 780-4709, or Deputy Coordinator, Sarah Holmes (207) 780-5767.

If students want to speak with someone confidentially, the following resources are available: University Health and Counseling (207) 780-4050; or Religious and Spiritual Life Council [Only Ordained Chaplains are confidential resources: (207) 228-8093].

In Portland ME you can also contact 24 Hour Domestic Violence Hotline (1-866-834-4357); 24 Hour Sexual Assault Hotline (1-800-313-9900).

In Lewiston ME you can also contact Safe Voices (1-800-559-2927) or Sexual Assault Prevention and Response Services (1-800-871-7741).

Equal Opportunity

University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability or veteran's status in education, employment, and all other areas of the University. Discrimination inquiries should be directed to Betsy Stivers, Director, Equal Opportunity Center of Excellence. She can be reached at (207) 780-4709 or elizabeth.stivers@maine.edu.

Observance of religious holidays

Should you wish to observe a religious holy day that conflicts with our course schedule, I will work with you to reschedule assignments or to provide information about missed course material as long as arrangements are made within the first two weeks of the semester. However, given the structure of this online course, you can easily work ahead to avoid such conflicts. In fact, if you

need to be away from your computer for any length of time that might make meeting a deadline difficult, I highly recommend working ahead so that you don't risk the penalty associated with missing an assignment deadline.

Assignments

Weekly discussion board entries

Each entry should be between 300 and 500 words, written in Standard English, and free of typographical and grammatical errors. These need not be formal but you should avoid the use of the emoticons, sentence fragments, and abbreviations (e.g. lol) often used in tweets, on Facebook, and in other casual communications. Discussion board entries (and replies, see below) need not be heavily documented with citations and references. However, you are encouraged to include links to media articles or more serious scholarship whenever that is appropriate. Entries posted after the deadline will receive 0 points.

Replies to other students' posts

Replies must be substantive. Pose a question; provide an insight or relevant anecdote; suggest a resource. Compliments and encouragement (e.g. "nice post") are welcome, but insufficient to earn credit. Base your comments on what you have learned in your major or in general education (CORE) courses you have taken. In particular, how is what you learned in your ethical inquiry, social responsibility, and citizenship course relevant to the discussion? Comments posted after the deadline will receive 0 points.

Introduction video

This 3 to 5 minute video provides you the opportunity to introduce yourself, your issue, and why it interests you. Model it after the TED talk videos you watched for Week 2. This also gives you the opportunity to become familiar with the video software. You will use the same software for your advocacy video.

Framing the issue paper

Write a 500 to 750 word paper in APA style which describes your issue and the motivation for your interest in the topic. Cite at least 2 high quality (e.g. peer-reviewed) references.

Annotated list of advocacy groups/coalitions (for and against)

List 4 to 6 relevant organizations or groups that advocate for or against your position with contact information and a rationale (e.g. What does this group stand for? How is it involved in advocacy on your issue?)

Annotated compendium of print and web resources

By the deadline, your resource list should include at least 1 literature review, book chapter, or meta-analysis (which summarizes research on your topic), 5 peer-reviewed scholarly articles, and 6 additional sources which can include additional peer reviewed research as well as sources found on reliable websites (avoid Wikipedia and its clones, please), in the media, or interviews you have conducted with experienced professionals in the field. List your resources in **APA Style**. It is likely that the list will grow as the semester progresses and you get deeper into the issue. Annotate each entry. Write a few sentences summarizing the important information it contains or why it is relevant to your issue. In other words, your annotation should document the points each reference will support when you cite that reference in your other papers.

Answering basic questions paper

Pose at least 5 basic questions on your topic and provide 250 to 400 word answers to those questions (approximately 1250 to 2000 words total). Support your answers by citing the research listed in your resource compendium. Use as a model “Answers about Sexual Orientation” (Pg. 54 in *Everyday Activism: A Handbook for Lesbian, Gay, and Bisexual People and their Allies*. See e-reserves).

Roster of relevant elected officials/policymakers with contact information

List 3 to 5 people or offices (e.g. the mayor, your congressperson, the chair of the school board) with whom you might advocate. Provide contact information and a rationale (e.g. how is this person or office important to your issue? Why would you communicate with this person or office about your issue?) You are expected to choose one of these people as the intended recipient of a letter you will write later.

Issue brief

For week 5, you read a chapter by Jeanine Cogan (2003) entitled *Influencing Public Policy* (see e-reserves). Box 1.1 includes instructions for writing an effective briefing sheet. Box 1.2 provides an example of an effective brief. Use it as a model for your work. Keep in mind that you will use your issue brief as talking points for your advocacy video and it should be designed in a manner that allows you to use it as a handout. An outline that would be meaningful only to you is insufficient.

Advocacy video presentation

Create a 5 to 7 minute video using your issue brief as a guide. This is an opportunity to demonstrate your ability to engage in one-on-one advocacy with one of the elected officials, policy makers, or thought leaders you identified as important to your issue. Present your information in a digestible, concise way. Present the opposing arguments as well as those in favor of your view. Leave the viewer with a clear understanding of your position on the issue, the evidence that supports your view, as well as the evidence against the opposing view. Ensure that your appearance (e.g. attire) is appropriate for the intended audience.

Draft letter to elected officials or policymakers

For week 5, you read a chapter by Jeanine Cogan (2003) entitled *Influencing Public Policy* (see e-reserves). Box 1.5 (pg. 30) provides an example of an effective constituent letter. Address your letter to one of the people you included on the list you developed earlier in this class.

The APA's *A psychologist's guide to federal advocacy*, which you also read during week 5, provides guidance on writing an effective advocacy letter, see pp. 19-21.

Lee Hamilton (2004) also offered five pieces of advice on writing to a legislator:

- get your facts straight
- make your case concisely
- stick to a single issue
- make it timely
- share a personal story

I also expect you to ensure that your letter clearly expresses a well-informed point of view; is free of grammatical, typographic, punctuation, and other errors; and is supported by psychological research.

Final letter to elected officials or policymakers

Revise and resubmit your letter based on the feedback you received. Consider sending it to its intended recipient(s).

Draft Op Ed essay

Most op eds are rather short (750 to 800 wds). Yours should be no longer than 1200 words. For week 5, you read a chapter by Jeanine Cogan (2003) entitled *Influencing Public Policy* (see e-reserves). Box 1.7 (pg. 35) provides the framework for an effective op-ed. For more detailed suggestions see *How to write an op ed review*:

http://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OP-ED-OR-COLUMN.pdf

Ensure that your essay

- clearly expresses a well-informed point of view.
- is free of grammatical, typographical, punctuation, and other errors.
- is supported by psychological research.

Final draft Op Ed essay

Revise and resubmit your Op Ed based on the feedback you received. Consider submitting it for publication to an appropriate media outlet.

Grades

Discussion board entries will be reviewed on a rolling basis by the instructor. Feedback from peers and the instructor will be provided on course artifacts on an ongoing/as needed basis.

Letter grades will be based on the quality of class participation and course products using the following scale:

A represents work of excellent quality and will be recorded for students who do outstanding work. (e.g. Writing assignments are innovative, of superior quality, and demonstrate the development of effective advocacy skills. Student demonstrates accomplishments well beyond the minimum requirements and applies findings of psychological research effectively and appropriately.) (450 to 500 points)

B represents work of good quality and will be recorded for those who do work which is clearly above the average. (e.g. Writing assignments demonstrate above average grasp of course content, are presented in APA style where appropriate, and are supported by psychological research. Discussion board posts demonstrate insight. Feedback provided to peers is constructive and appropriate. Student demonstrates effective use of feedback to strengthen course products and gain insight.) (400 to 449 points)

C represents work of average/sufficient quality and is recorded for students who do average work (e.g. All expected writing assignments were delivered by deadline and were of a least average quality and in APA style where appropriate. Meaningful weekly discussion board posts are completed on time. Class participation is sufficient to demonstrate basic understanding of course content.) (350 to 399 points)

D represents work which is below average but above failure. (e.g. Writing assignments were not delivered. Deadlines were missed. Student participation was insufficient or counterproductive.) (300 to 349 points)

F represents work which is not of an acceptable quality. (e.g. Writing assignments were not delivered. Deadlines were frequently missed. Student failed to participate. Student failed to respond to feedback.) (fewer than 300 points)

Please note: I do not round up (299 points is still an F) and I do not assign intermediate grades (+ or -).

Scoring rubrics

Each of the 13 writing/video assignments will be scored using a rubric that is consistent with the writing prompt and is available in Blackboard. To locate the scoring rubric for each post, go to

your gradebook (i.e. My Grades) on the Bb site for this course and click on ‘view rubric’ for each assignment. I highly recommend reviewing the writing prompt AND the associated rubric before completing an assignment. In fact, it is good practice to use the rubric to assess your work before posting it to Blackboard. Doing so may increase the probability that you are posting your best work. Please note that rubrics are designed to reward work that exceeds expectations. Work that simply meets expectations (e.g. written in standard English, met deadlines, followed instructions) will be considered average or sufficient (e.g. C) as indicated in the scale described above.

Point summary

Assignments	Products and details	Total
Weekly discussion board entries	12 entries @ 10 points	120
Replies to others’ posts	26 replies @ 3 points	78
Introduction video	3 to 5 minute video	10
Framing the issue	500-700 word paper	25
Advocacy groups	Annotated list	15
Resources	Annotated list	40
Answering (5) basic questions	Appx. 2500 word paper	50
Elected official/policymakers	Annotated list	15
Issue brief	1 to 2 page handout	25
Advocacy video	5 to 7 minutes video	24
Draft letter to official	Draft letter	10
Final letter to official	Letter	30
Draft Op Ed	Draft Essay	10
Final Op Ed	Essay	40
End of semester reflection	Discussion board post	8
Extra Credit	Up to 25 points	NA
Total		500

Drafts

One of the goals of this course is to help you improve your ability to write for different purposes and audiences. The writing assignments are of modest length and are intended to build on each other. It is advantageous to be working on multiple assignments at the same time, despite the distribution of due dates. You will have the opportunity to write about the same issue in different ways and for different audiences. Sharing earlier drafts with classmates will undoubtedly provide you with opportunities for constructive feedback.

Extra Credit

Often due to technical issues beyond the instructor's control, you may find typographical or formatting errors in course materials in Blackboard. If you find an error, please bring it to my attention. If you are among the first to tell me about it, you will earn an extra credit point.

Calendar

Week	Date	Topic	Reply deadline: Wednesday 11:59 pm	Comment deadline: Sunday 11:59 pm	Writing/ Video assignment deadline: Sunday 11:59 pm
1	9/4 to 9/9	Introductions, syllabus review, library research, APA Style, What is public interest advocacy?		9/9 Post your advocacy biography (introduce self, advocacy experience & interests)	9/9 No writing assignment due this week. Ensure you have consistent access to a computer, the required software, and a reliable internet connection.
2	9/10 to 9/16	Why advocate?	9/12 Reply to at least 2 other advocacy bios.	9/16 Post comment on Hamilton (2004).	9/16 No writing assignment due this week. Instead, practice using the video software.
3	9/17 to 9/23	Public Perceptions of Psychology as a science Individual meeting with instructor	9/19 Reply to at least 2 other posts on Hamilton.	9/23 Post comment on Lilienfeld, S. O. (2012) and associated articles.	9/23 Post link to your intro video which introduces yourself, your issue, and why it interests you.

4	9/24 to 9/30	The relevance of public perceptions of psychology to advocacy in the public interest	9/26 Reply to at least 2 other posts on Lilienfeld.	9/30 Post comment on Ferguson, C. J. (2015) and associated articles.	9/30 Post your “framing the issue” paper. (500 to 750 words, identifying your issue: choose your own [instructor approved] topic or one from the APA list)
5	10/1 to 10/7	Becoming a savvy advocate	10/3 Reply to at least 2 other posts on Ferguson.	10/7 Post comment on Richen video.	10/7 Post an annotated compendium of at least 4 advocacy groups and coalitions (for and against, if possible)
6	10/10 to 10/14	Seeing the big picture	10/10 Reply to at least 2 other posts on Richen.	10/14 Post a comment about understanding the debate and mastering the rules of the game as discussed by Badgett (2015).	10/14 Post an annotated list of resources
7	10/15 to 10/21	Policy makers and media outlets	10/17 Reply to at least 2 other posts on Badgett.	10/21 Post a comment on Kaslow (2015) and related articles.	10/21 Post your roster of at least 5 policy makers and/or relevant media outlets with contact information
8	10/22 to 10/28	The importance of replication in science and policy	10/24 Reply to at least 2 other posts on Kaslow.	10/28 Post a comment on the issue of replication in psychological science.	10/28 Post your “Answering basic questions” paper. (Includes a minimum of 5 questions.)
9	10/29 to 11/4	Baloney detection and Issue Brief	10/31 Post substantive feedback on at least 2 classmates’ answering basic	11/4 Post comment on baloney detection readings.	11/4 Post your issue brief (provides the structure for your advocacy video and can be used as a handout).

			questions papers.		
10	11/5 to 11/11	Overcoming motivated rejection of science and Advocacy Video	11/7 Post substantive feedback on at least 2 classmates' issue briefs.	11/11 Post on motivated rejection of science.	11/11 Post an introduction and submit link to your advocacy video.
11	11/12 to 11/18	Psychology of protesting effectively and Constituent Letter	11/14 Post substantive feedback on at least 2 classmates' advocacy videos.	11/18 Post comment on effective protest.	11/18 Post a draft of your letter.
12	11/26 to 12/2	Constituent Letter revised	11/28 Post substantive feedback on at least 2 classmates' draft letters.	12/2 Post comment on civilization and its discontented.	12/2 Post your final letter to elected official or policy maker.
13	12/3 to 12/9	Op Ed	12/5 Post substantive feedback on at least 2 other posts on civilization and its discontented		12/9 Post your draft Op Ed essay
14	12/10 to 12/14	Wrap up Op Ed revised	12/12 Post substantive feedback on at least 2 classmates' draft op ed essays.	12/14 Post your end of semester reflection. (deadline extended to 12/16)	12/14 Post your final Op Ed essay (deadline extended to 12/16)

Assignments by Week

Week 1--What is public interest advocacy?

- Syllabus review
- Ensure access to a computer, the necessary software, and a reliable internet connection.
- Read; Heaney, M. T. (n.d.). Public interest advocacy. In *International Encyclopedia of the social sciences*, 2nd Ed. (p. 614-615). Retrieved 4/27/15 from http://sites.lsa.umich.edu/mheaney/wp-content/uploads/sites/38/2014/01/Public_Interest_Advocacy.pdf
- Read: Clay, R. A. (2016, Jan.). Changing lives with psychological research. *Monitor on Psychology* (pp 34-39). Washington DC: American Psychological Association. (pdf)
- Read: Endean, S. (2006). *Introduction: Rules of the road*. In *Bringing lesbian and gay rights into the mainstream* (pp. 1-2). New York: Harrington Park Press.
- Nadal, K. (2017). “Let’s get in formation”: On becoming a psychologist-activist in the 21st century. *American Psychologist*, 72, 935-946.
- Review: Effective use of library handout from Bill Grubb
- Explore: Finding and evaluating information and materials—library website CRAAP test
- Review: Advocacy issues <http://www.apa.org/about/gr/issues/index.aspx>
- Review: Kent State University Libraries (n.d.). APA cheat sheet. (link to document)
- Review: American Psychological Association (2010). Crediting sources. In *Publication manual of the American Psychological Association* (pp. 169-192). (pay special attention to pages 169-170 and the example in figure 6.1). E-reserves

Week 2--Why advocate?

- Read: American Psychological Association (n.d.) Why Be an Advocate. Retrieved 4/27/15 from <http://www.apa.org/about/gr/advocacy/why.aspx>
- Read: Hamilton, L. (2004). Civic participation. In L. Hamilton, *How Congress Works and Why You Should Care* (124-150). Bloomington, IN: Indiana University Press.
E-reserves
- Watch: Why I am an HIV/AIDS activist
https://www.ted.com/talks/annie_lennox_why_i_am_an_hiv_aids_activist
- Watch: Why I must come out Geena Rocero (transgender)
https://www.ted.com/talks/geena_rocero_why_i_must_come_out
- Watch: How we turned the tide on domestic violence Esta Soler
https://www.ted.com/talks/esta_soler_how_we_turned_the_tide_on_domestic_violence_hint_the_polaroid_helped
- Practice using video software.

Week 3--Public perceptions of psychology as a science

- Read: Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67, 111-129. E-reserves
- Read: Newman, L.S., Bakina, D.A., & Tang, Y. (2012). The role of preferred beliefs in skepticism about psychology. *American Psychologist*, 67, 805-506.
- Read: Teo, T., (2012). Psychology is still a problematic science and the public knows it. *American Psychologist*, 67, 807-808. E-reserves
- Read: Tryon, W. W. (2012). Emergence vs. reductionism. *American Psychologist*, 67, 806-807. E-reserves
- Read: Lilienfeld, S. O. (2012). Further sources of our fields embattled public reputation. *American Psychologist*, 67, 808-809. E-reserves

Week 4--The relevance of public perceptions of psychology to advocacy in the public interest

- Read: Ferguson, C. J. (2015). "Everybody knows psychology is not a real science": Public perceptions of psychology and how we can improve our relationship with policymakers, the scientific community, and the general public. *American Psychologist*, 70, 527-542.
- Read: Tryon, W. W. (2016). Underreliance on mechanistic models: Comment on Ferguson (2015). *American Psychologist*, 71, 505-506.
- Read: Ferguson, C.J. (2016). Free will, mechanism, and the nature of being human: Reply to Tryon (2016). *American Psychologist*, 71, 507-508.
- Read: Obama, B (2015, September 15). Executive order using behavior science insights to better serve the American people. Retrieved from <https://www.whitehouse.gov/the-press-office/2015/09/15/executive-order-using-behavioral-science-insights-better-serve-american>

Week 5--Becoming a savvy advocate

- Read: American Psychological Association (2014). A psychologist's guide to federal advocacy. Washington, DC: American Psychological Association, Education Government Relations Office & Public Interest Government Relations Office. Retrieved 4/27/15 from <http://www.apa.org/about/gr/advocacy/federal-guide.pdf>.
- Review: American Psychological Association (n.d.) What's Involved (Federal or State)? Retrieved 4/27/15 from <http://www.apa.org/about/gr/advocacy/involved.aspx>
- Review: American Psychological Association (n.d.). Advocacy Information. Retrieved 4/27/2015 from <http://www.apa.org/about/gr/advocacy/tips-index.aspx>
- Read: Cogan, J.C. (2003). Influencing public policy. In M.R. Stevenson & J.C. Cogan (Eds.). *Everyday Activism: A handbook for lesbian, gay, and bisexual people and their allies* (pp. 19-38). New York: Routledge. E-reserves
- Watch: What the gay rights movement learned from the civil rights movement Yoruba Richen https://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement

Week 6—Seeing the big picture: Understanding the debate and mastering the rules of the game

- Read: Badgett, M. V. L. (2015). Seeing the big picture, part 1: Understanding the debate. In *The public professor: How to use your research to change the world* (pp. 19-44). New York: New York University Press. E-reserves
- Read: Badgett, M. V. L. (2015). Seeing the big picture, part 2: Mastering the rules of the game. In *The public professor: How to use your research to change the world* (pp. 45-66). New York: New York University Press. E-reserves

Week 7--Policy makers and media outlets

- Read: Kaslow, N. J. (2015). Translating psychological science to the public. *American Psychologist*, 70, 361-371. <http://dx.doi.org/10.1037/a0039448>
- Read: Perrin, P. B. (2016). Translating psychological science: Highlighting the media's contribution to contagion in mass shootings: Comment on Kaslow (2015). *American Psychologist*, 71, 71-72. <http://dx.doi.org/10.1037/a0039994>
- Read: Badgett, M. V. L. (2015). Using traditional media outlets to connect with the world. In *The public professor: How to use your research to change the world* (pp. 113-139). New York: New York University Press. E-reserves

Week 8—The importance of replication in science and policy

- Read: Maxwell, S. E., Lau, M. Y., & Howard, G. S. (2015). Is psychology suffering from a replication crisis? What does “failure to replicate” really mean? *American Psychologist*, 70 (6), 487-498. <http://dx.doi.org/10.1037/a0039400>
- Read: Tryon, W. W. (2016). Replication is about effect size: Comment on Maxwell, Lau, and Howard (2015). *American Psychologist*, 71, 236-237. <http://dx.doi.org/10.1037/a0040191>
- Read: Earp, B. D. & Everett, J. A. C. (2015, Oct 30). How to fix psychology's replication crisis. *The Chronicle Review*, B14-B16. E-reserves
- Read: Basken, P. (2016, Mar 18). Science's problem of reproducibility: Can it be reproduced. *The Chronicle of Higher Education*.
- Read: Basken, P. (2017, June 28). A new theory on how researchers can solve the reproducibility crisis: Do the math. *Chronicle of Higher Education*.
- Read: Winerman, L. (2016, June). How much of the psychology literature is wrong? A replication movement is afoot in psychology. But researchers disagree about the scope and significance of its findings so far. *Monitor on Psychology*, 14-17. (pdf)
- Review: Example of Answering basic questions paper: Stevenson, M. R. (2003). Answering basic questions. In M. R. Stevenson & J. C. Cogan (Eds.). *Everyday Activism: A handbook for lesbian, gay, and bisexual people and their allies* (pp. 39-55). New York: Routledge.

Week 9—The “Fine Art of Baloney Detection” and Issue brief

- Read: Sagan, C. (1996). The fine art of baloney detection. In *The Demon-Haunted world* (Chpt 12). (focus on excerpt starting middle of page 4 with “These are all cases of proved or presumptive baloney).
- Read: Kiely, E. & Robertson, L. (2016, Nov 18). How to spot fake news. FactCheck.Org. <http://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- Read: Weir, K. (2017, May). Why we believe alternative facts. *Monitor on psychology*, 48(5), 34-39.
- Read: Matthews, R. (2000). Storks deliver babies ($p=0.008$). *Teaching Statistics*, 22(2), 36-38.
- Review: Spurious correlations (n.d.) Tylervigen.com <http://www.tylervigen.com/spurious-correlations>
- Read: Cook, J., Lewandowsky, S. (2011). *The Debunking Handbook*. St. Lucia, Australia: University of Queensland. November 5. ISBN 978-0-646-56812-6. [<http://sks.to/debunk>]
- Pennycook, G. (2016, January 6). Why bullshit is no laughing matter. Aeon. Retrieved from https://aeon.co/ideas/why-bullshit-is-no-laughing-matter?utm_source=Aeon+Newsletter&utm_campaign=45d9ec3cd1-EMAIL_CAMPAIGN_2017_08_21&utm_medium=email&utm_term=0_411a82e59d-45d9ec3cd1-69488129
- Review: Cogan, J.C. (2003). Influencing public policy. In M.R. Stevenson & J.C. Cogan (Eds.). *Everyday Activism: A handbook for lesbian, gay, and bisexual people and their allies* (pp. 19-38). New York: Routledge. (See Box 1.1 and 1.2 (pp. 24-25) for guidance on writing an effective briefing sheet.) E-reserves
- Review: Example of issue brief: APA Public Interest Government Relations Office. (2013). Employment Non-Discrimination Act of 2013. Retrieved 4/27/15 from <http://www.apa.org/about/gr/issues/lgbt/non-discrimination-facts.pdf>
- Review: Example of issue brief: APA Public Interest Government Relations Office. (2013). LGBT Health Disparities. Retrieved 4/27/15 from <http://www.apa.org/about/gr/issues/lgbt/disparities-brief.pdf>

Week 10--Overcoming motivated rejection of science and advocacy video

- Read: Hornsey, M. J. & Fielding, K. S. (2017). Attitude roots and Jiu Jitsu persuasion: Understanding and overcoming the motivated rejection of science. *American Psychologist*, 72, 459-473. <http://dx.doi.org/10.1037/a0040437>

Week 11—Protesting effectively and constituent letter

- Read: 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/>.

Week 12—Constituent letter

- Read: Oosterhoff, B., Kaplow, J. B., Layne, C. M. & Pynoos, R. S. (2018). Civilization and its discontented: Links between youth victimization, beliefs about government, and political participation across seven American presidencies. *American Psychologist*, 73(3), 230-242. <http://dx.doi.org/10.1037/amp0000189.supp>.
- Review: Cogan, J.C. (2003). Influencing public policy. In M.R. Stevenson & J.C. Cogan (Eds.). *Everyday Activism: A handbook for lesbian, gay, and bisexual people and their allies* (pp. 19-38). New York: Routledge. (See Box 1.5 (pg. 30) for an example of an effective constituent letter. See Box 1.6 for guidance on writing a letter to the editor.)
- Review: American Psychological Association (2014). A psychologist's guide to federal advocacy. Washington, DC: American Psychological Association, Education Government Relations Office & Public Interest Government Relations Office. Retrieved 4/27/15 from <http://www.apa.org/about/gr/advocacy/federal-guide.pdf>. (See pp. 19-21 for a guidance on writing an effective advocacy letter.)

Week 13 and 14—Op Ed and Wrap up

- Read: Hall, T. (2013, Oct 13). Op-Ed and you. *New York Times*. Retrieved from http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html?_r=0
- Review: Cogan, J.C. (2003). Influencing public policy. In M.R. Stevenson & J.C. Cogan (Eds.). *Everyday Activism: A handbook for lesbian, gay, and bisexual people and their allies* (pp. 19-38). New York: Routledge. (See Box 1.7 for guidance on writing an effective op ed)
- Read: Harvard Kennedy School. (2012, Aug.). How to write an op-ed or column. Retrieved from http://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf

Potentially relevant web resources

- American Civil Liberties Union: www.aclu.org
- Congress Online: www.congress.org
- USA.gov: Government made easy: www.usa.gov
- Members of Congress: bioguide.congress.gov/biosearch/biosearch.asp
- People for the American Way: www.pfaw.org
- Political Resources on the Net: www.politicalresources.net
- Project Vote Smart: vote-smart.org/index.htm
- Thomas: Legislative Information on the Internet: thomas.loc.gov
- White House: www.whitehouse.gov