MOOC PSY374X

PSYCHOLOGY OF POLITICAL ACTIVISM:
WOMEN CHANGING THE WORLD

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Department of Psychology
Smith College

COURSE DESCRIPTION

PSY374x focuses on what motivates people to participate in political activism. In this course, you will read about some of the key psychological theories that researchers use to understand this motivation. Coupled with the readings are a variety of interactive media that you will use to examine and analyze the lives of nine prominent women activists who were engaged in social movements in the U.S. from the 1960s through the 1990s. Causes include the Civil Rights Movement, the Women’s Movement, the LGBTQ Movement, the Environmental Movement, and movements for Reproductive Justice. You will be asked to select one of these activists to study in-depth throughout the course. You will read your chosen activist’s oral history transcript, which is housed in the Sophia Smith Collection at Smith College, the oldest and one of the largest internationally recognized repositories of materials which document women’s history. In addition to these case studies, we share readings and video course lectures that will enable you to apply the theories to understand what motivated these activists to become politically active.

A great deal of evidence suggests that student engagement in thoughtful discourse leads to better learning outcomes. With this in mind, one of our key objectives is to promote sustained student dialogue through active engagement in the study groups (discussion forums).
Course Objectives
Participants will:

- Explore some of the important theoretical foundations, empirical findings, research methods, and applications of political psychology.
- Apply psychological theories to case studies in an effort to understand people’s motivations for becoming politically active.
- Analyze primary source materials and learn why archival preservation is critical for the visibility of women's stories.

Prerequisites
- None

TOPICS & READING

Week 1: Introduction

Week 2: Political Generations’


Week 3: Relative Deprivation & Stratum Consciousness


**Week 4: Politicized Racial & Feminist Identity Development**


**Week 5: Intersectionality**


**Week 6: Personality, Group Consciousness, & Collective Action**


• Duncan, L. E. (2012). The psychology of collective action. In K. Deaux & M. Snyder (Eds.), *The Oxford handbook of personality and social psychology* (781-
Week 7: Conclusion

We estimate that you should spend approximately 3-5 hours per week reading, watching videos, and engaging with your discussion forum groups.

COURSE CALENDAR

This course will run for eight weeks from January 26, 2017 to March 22, 2017. A pre-course introduction, Week 0: Introduction & Pre-Course Content and the Week 0 Discussion Forums will be released on Thursday January 26, 2017 at 9:00 AM EST / 13:00 UTC and the materials for Week 1 and each of the following weeks will be released at 9:00 AM EST / 13:00 UTC on Thursday, Day 1 of that week. Please note that Week 1 starts February 2, 2017.

Please use the following website to convert to your local time: The Time Zone Converter.

<table>
<thead>
<tr>
<th>Psychology of Political Activism Course Calendar</th>
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<tbody>
<tr>
<td><strong>Release &amp; Events Dates</strong></td>
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<tr>
<td>Thursday, January 26th</td>
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<tr>
<td>Thursday, February 2nd</td>
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<td>Thursday, February 9th</td>
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<td><strong>Monday, February 13th @ 10:30 AM EDT/15:30 UTC</strong></td>
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<td>Thursday, February 16th</td>
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<tr>
<td>Thursday, February 23th</td>
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<td>Thursday, March 2nd</td>
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<td>Monday, March 6th @ 10:30 PM EST/15:30 UTC</td>
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**GRADE BREAKDOWN & CERTIFICATES**

If you are seeking a certificate of completion, you will need to sign up [here](#) by **Wednesday, March 22, 2017** and you should complete the course materials and assignments by the due dates listed in each assignment description. This includes watching video lectures, reading texts, completing checklists, quizzes, submitting assignments, and participating in discussion forums. The grading breakdown is as follows:

<table>
<thead>
<tr>
<th>Assessment Rubric</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Study Group Discussion Participation, Checklists, Ethics Quiz</td>
<td>30%</td>
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<tr>
<td>Weekly Timeline Quizzes</td>
<td>24%</td>
</tr>
<tr>
<td>Weekly Written Thought Experiment Submissions</td>
<td>20%</td>
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If you cannot complete all of the course materials and assignments within the live run of the course, you are welcome to audit this class by engaging with the course materials to the extent you can.

CHECKLISTS, QUIZZES, ASSIGNMENTS AND FINAL PAPER

Each week you will be asked to complete a checklist of the week’s activities. These lists are weighted as part of your overall grade so please be sure to complete these each week and to click 'check' to submit if you are doing the Verified or Progress track. Starting in Week 2, you will be asked to respond to one or a series of quiz questions in reference to the featured activist’s timeline for that week. You will also be asked to complete a written “Thought Experiment” assignment in which you will apply the theories from that week to the activist you have chosen to study in depth. These will be graded for completion, not content, and are designed to allow you to practice applying theories to understand the behavior and life of your activist. Your final paper will be based on these Thought Experiments. In a 5-page paper, you will be asked to apply three of the theories covered in class to understand the motivation for activism of your activist. The Thought Experiments and final paper will ask you to cite evidence (in the form of quotations from the timeline and oral history) to support your arguments. Final papers will be peer reviewed. More detail on each of these is found below:

TIMELINE QUIZZES

Timeline quizzes include interactive timelines depicting the life of the featured activist of the week and are used in conjunction with dropdown or multiple choice quizzes.
THOUGHT EXPERIMENTS

Each week, we will ask you to complete a “Thought Experiment” assignment. In this assignment, we would like you to try to apply the theory or theories of the week to the life and behavior of the activist you have selected to study. You should break down each theory into its components (or stages) and find quotations from the timeline and oral history to illustrate each aspect of the theory (if possible). You may find that in doing this, the theory doesn’t quite fit your activist’s life, and so you might want to suggest modifications to the theory. You should write no more than a couple of paragraphs (no more than 500 words).

You will receive credit for submitting these assignments however you will not be formally graded on content. The objective is that these thought experiments will prove to be extremely useful building blocks when it comes to completing the final project for the course.

You can use your group discussion forum as a study group for this assignment-- run ideas by your peers or pose questions for further discussion. In the past, students in the face-to-face version of this course have used these kinds of collaborative intellectual explorations to expand on the theories and to collectively create new knowledge.

FINAL PAPER

Choose three theories discussed in this courses that best explain why your activist became politically active, and write about them in a paper of approximately 5 pages. Provide evidence in the form of quotations from the oral history and timeline to support your argument.

ASSIGNMENT DUE DATES

WEEK 0: COURSE INTRODUCTION
Completion Checklist (3 points)
Due Week 0: Day 7, Wednesday, February 1, 2017

WEEK 1: INTRODUCTION TO THE THEORIES

Completion Checklist (3 points)
Due Week 1: Day 7, Wednesday, February 8, 2017

Ethics Quiz (4 points)
Due Week 1: Day 7, Wednesday, February 8, 2017

ASSIGNMENT: Select Your Activist (4 points)
Due Week 1: Day 7, Wednesday, February 8, 2017

WEEK 2: POLITICAL GENERATIONS

Completion Checklist (3 points)
Due Week 2: Day 7, Wednesday, February 15, 2017

READINGS & LECTURE: Timeline Quizzes (4 points)
Due Week 2: Day 7, Wednesday, February 15, 2017

ASSIGNMENT: Study Group Discussion (4 Points)
Due Week 2: Day 7, Wednesday, February 15, 2017

ASSIGNMENT: Thought Experiment (4 Points)
Due Week 2: Day 2, Wednesday, February 15, 2017

WEEK 3: RELATIVE DEPRIVATION & STRATUM CONSCIOUSNESS

Completion Checklist (3 points)
Due Week 3: Day 7, Wednesday, February 22, 2017
READINGS & LECTURE: Timeline Quizzes  (4 points)
Due Week 3: Day 7, Wednesday, February 22, 2017

ASSIGNMENT: Study Group Discussion  (4 points)
Due Week 3: Day 7, Wednesday, February 22, 2017

ASSIGNMENT: Thought Experiment  (4 points)
Due Week 3: Day 7, Wednesday, February 22, 2017

WEEK 4: POLITICIZED RACIAL & FEMINIST IDENTITY DEVELOPMENT

Completion Checklist  (3 points)
Due Week 4: Day 7, Wednesday, March 1, 2017

READINGS & LECTURE: Timeline Quiz  (4 points)
Due Week 4: Day 7, Wednesday, March 1, 2017

ASSIGNMENT: Study Group Discussion  (4 points)
Due Week 4: Day 7, Wednesday, March 1, 2017

ASSIGNMENT: Thought Experiment  (4 points)
Due Week 4: Day 7, Wednesday, March 1, 2017

WEEK 5: INTERSECTIONALITY

Completion Checklist  (3 points)
Due Week 5: Day 7, Wednesday, March 8, 2017

READINGS & LECTURE: Timeline Quiz  (4 points)
Professor Lauren Duncan, Smith College

Due Week 5: Day 7, Wednesday, March 8, 2017

ASSIGNMENT: Study Group Discussion (4 points)
Due Week 5: Day 7, Wednesday, March 8, 2017

ASSIGNMENT: Thought Experiment (4 points)
Due Week 5: Day 7, Wednesday, March 8, 2017

WEEK 6: PERSONALITY, GROUP CONSCIOUSNESS, & ACTIVISM

ASSIGNMENT: Completion Checklist (3 points)
Due Week 6: Day 7, Wednesday, March 15, 2017

READINGS & LECTURE: Timeline Quiz (4 points)
Due Week 6: Day 7, Wednesday, March 15, 2017

ASSIGNMENT: Study Group Discussion (4 points)
Due Week 6: Day 7, Wednesday, March 15, 2017

ASSIGNMENT: Thought Experiment (4 points)
Due Week 6: Day 7, Wednesday, March 15, 2017

WEEK 7: CONCLUSION

ASSIGNMENT: Completion Checklist (3 points)
Due Week 7: Day 7, Wednesday, March 22, 2017

ASSIGNMENT: Final Paper (26 points)
Due Week 7: Day 7, Wednesday, March 22, 2017
EDX NAVIGATION

If this is your first edX course, consider enrolling in the edX Demo course DemoX. This course gives you an opportunity to explore the edX platform and learn how to find the answers to any issues you might encounter. Some additional learner resources include the EdX Learner’s Guide, and the EdX Help Center, or post questions that are specific to EdX technical issues using the ‘Help’ tab to the left of the screen when you are inside the course.

If you have questions related to discussions, course content, or timeline quiz navigation, please post to the General Course Questions thread in the discussion forums and be sure to clearly title your post to state what the issue pertains to - for example: “Week 5 timeline quiz issue”

INTERACTING WITH TIMELINE QUIZZES

PSY374x timeline quizzes use an open source interactive tool called TimelineJS which will allow you to experience information along a timeline as you deliberate over the theories presented in the course. These timelines are specific to the featured activist of the week and are used in conjunction with dropdown or multiple choice quizzes.

To complete a quiz question:

1. Read the question.
2. Scroll down to review the timeline underneath to find the answer.
3. Scroll back up and enter your response to the quiz by selecting from the answers provided.

These quizzes allow for unlimited retakes, so in the event that you answer a question incorrectly, you can revisit the timeline, select a different answer for the quiz question, and resubmit.

To advance a TimelineJS slide on a computer, click the arrows to the right and left of each slide or click on a specific date on the timeline go to that slide. If you are completing the timeline
quizzes from a mobile device, you can finger swipe right to left on the image to advance the slide, or left to right to go back to an earlier slide and then, swipe from top to bottom to scroll back up to the quiz and select your answer.

Accessible PDF documents of each timeline have been included under the corresponding timeline.

DISCUSSION FORUM GUIDELINES

In general, we expect learners to comply with the EdX Honor Code. In addition, below are guidelines and best practices for productive collaboration and discussion in our course.

• First and foremost, participate! Engaging with your study group and in the discussion forums will enhance your overall learning experience and the experience of your peers.
• Be courteous! Be respectful of others and of opinions and experiences that are different than your own.
• Post thoughtful, thought-provoking observations and responses! You do not need to know the answer to a question before posting. We welcome half-formed thoughts. Making a statement that ends with a question is a great way to prompt responses from your peers and to get the conversation going.
• Help each other! We encourage you to reply to at least 2 of your peers’ questions and/or observations in each forum as you progress through the course.

COLLABORATION GUIDELINES

These will help you use the forum appropriately as an aid to learning the material.

We encourage you to:

• Ask for clarifications in the discussion board if you don’t understand a theory or how it might apply to your activist.
• Work jointly within your Study Group to formulate your thoughts on how theories apply to your selected activist.
• Stick to applying the theories to understand the activists’ motivation for their behavior. There is no need to express ideological opinions about the causes for which these activists work.

It is NOT okay to:
• Copy someone else’s written post and repost it as your own.
• Argue a point disrespectfully without regard for tone or phrasing. Dismissing another poster’s point without engaging intellectually is not acceptable.
• Use the forums to make ideological points. This course is focused on the psychology of activism and so the focus should be on applying theories to understand motivation, not on stating that a particular cause is just or unjust.

These actions are considered in violation of these guidelines may result in posts being deleted or your account being deactivated.

DISCUSSION FORUM BEST PRACTICES

Here are a couple of helpful hints to using the discussion forum. The staff will monitor all discussions on a daily basis.
• Post titles starting with [STAFF] are official staff threads that will appear at the top of discussion categories. Please do NOT put [STAFF] in your discussion posts as this will affect search responses.
• Actively up-vote other posts, and other people will up-vote yours! The more up-votes your post has, the more likely it is to be seen. Don’t forget to up-vote your own posts!
• Technical questions pertaining to the edX platform should be directed to edX using the ‘Help’ tab on the left of the screen when you are inside the course.
• Technical questions with regard to the timelines, or general questions relating to the course content or discussion forums should be posted in the General Course Questions forum. Again, be sure to label your post with specific regard to the issue you’re asking about.

For more information on discussion forum participation please see the EdX Learner’s Guide on discussion forums.
ACCESSIBILITY STATEMENT

Course materials for **PSY374x Psychology of Political Activism** are provided in multiple formats to be universally accessible, to the greatest extent possible, to a broad spectrum of learners. Videos are presented with both captions and transcripts. Readings are presented in both Adobe PDF and MS Word formats. Activist Timelines are presented as both interactive Web modules and text-based formats. Please direct questions or suggestions about the accessibility of the course materials to smithx@smith.edu. Questions or suggestions on how to improve the accessibility of the edX site and platform should be directed to accessibility@edx.org.

Below are compilations of the Oral History Transcripts and the Weekly Readings in MS Word format. These readings are also currently available in the PSY374x Weekly Readings Textbook as individual documents in PDF format. **These compilations are for the express purpose of Disability Compliance and Accessibility.** No further reproduction or distribution is permitted without written permission from of the authors and/or publishers.

Oral History Transcripts Compilation Text Only
PSY374x Weekly Readings Compilation Text Only

RoboBraille

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Five College Accessibility Converter
INTELLECTUAL PROPERTY

As an institution of higher education, Smith College values the rights to intellectual property. As such, every effort has been made to assure that permission has been received for all text and media included in this course. If you believe that there is something that should not be used because incorrect permission has been received, direct your inquiry to infosecurity@smith.edu.

Ben Marsden, Information Security Director
Information Technology Services
Stoddard Hall
Smith College
Northampton, MA 01063

We will give your request every consideration and determine the merit of your claim within two weeks of notice.

For information on how to submit a Takedown Notice, refer to the Copyright Alliance’s web article "In Plain English: A Quick Guide to DMCA Takedown Notices."