**Title of the course:** Social Inequalities and Community Psychology

**Course code:** PSYM21-SO-107

**Head of the course:** Kovács Mónika

**Academic degree:** PhD

**Position:** Habil. associate professor

**MAB Status:** A (T)

|  |
| --- |
| **Az oktatás célja angolul** |

**Aim of the course:**

Community psychology takes into account the individual’s context/community when analysing how societal inequalities and resulting stigmatization and discrimination affect the life of people and the mental health and wellbeing of the members of unprivileged groups, while it aims to find the opportunities for a positive change. The course discusses the psychological consequences of social inequalities, the coping mechanism of individuals and communities facing inequalities and the ideologies that justify the status quo. In the spirit of community psychology, it aims to discuss not only the negative experience but the examples of community empowerment as well as the processes of individual and societal change, focusing on inclusive victimhood, solidarity, empathy and the role of community (the “social cure”) in mental health and wellbeing.

**Learning outcome, competences**

knowledge:

* Familiarity with the approaches of community psychology to the relationship between the individual and the community
* Experience with the methods of community psychology

attitude:

* Self-reflection in relation to their own stereotypes and prejudice
* Feelings of solidarity and empathy toward unprivileged and stigmatized groups

skills:

* Able to analyse the consequences of different social inequalities
* Able to design and evaluate social interventions

autonomy, responsibility:

* Students are able to form an opinion related to community psychology and social inequalities, and outline an intervention plan on their own.
* The opinions the students represent should support tolerance, empathy, wellbeing and the reduction of social exclusion.

|  |
| --- |
| **Az oktatás tartalma angolul** |

**Topic of the course**

* Community psychology and social justice
* The psychological consequences of social inequalities
* The unequal consequences of the pandemic on the different communities
* Meritocracy and the justification of inequalities
* Classism and prejudice against people with lower level of education
* Age-based segregation
* Experience of ethnic and religious minorities and of immigrants and refugees
* Experience of sexual minorities
* Individual mobility vs social change
* Empowerment and community psychology
* Resistance against discrimination
* Inclusive victimhood
* Community psychology and action research

**Learning activities, learning methods**

* Literature review
* Individual research with a chosen community
* Interview

|  |
| --- |
| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* Literature review
* Presentation on the individual research
* Essay

Mode of evaluation: practice mark

* Based on the different tasks

Criteria of evaluation:

* Familiarity with the literature
* Application of the principles and methods of community psychology

|  |
| --- |
| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Jetten, J., & Peters, K. (2019). *The social psychology of inequality*. Springer. (fejezetek)
* Jetten, J., Haslam, S. A., Cruwys, T., & Branscombe, N. R. (2018). Social identity, stigma, and health. In Brenda Major, John F. Dovidio, and Bruce G. (eds.) *The Oxford Handbook of Stigma, Discrimination, and Health*
* Jetten, J., Reicher, S. D., Haslam, S. A., & Cruwys, T. (2020). *Together apart: The psychology of COVID‐19* ( 1st ed.). London: Sage. (fejezetek)
* Evans, S. D., Rosen, A., & Nelson, G. (2014). Community psychology and social justice. *Praeger Handbook of Social Justice and Psychology. Santa Barbara, CA: Praeger*, 143-163.
* Becker, J. C., Hartwich, L., & Haslam, S. A. (2021) Neoliberalism can reduce well‐being by promoting a sense of social disconnection, competition, and loneliness. *British Journal of Social Psychology*. DOI:10.1111/bjso.12438
* Gokani, R., & Walsh, R. T. (2017). On the historical and conceptual foundations of a community psychology of social transformation. *American Journal of Community Psychology*, *59*(3-4), 284-294.
* Spruyt, B., & Kuppens, T. (2015). Warm, cold, competent or incompetent? An empirical assessment of public perceptions of the higher and less educated. *Current Sociology*, *63*(7), 1058-1077.
* Hagestad, G. O., & Uhlenberg, P. (2005). The social separation of old and young: A root of ageism. *Journal of social issues*, *61*(2), 343-360.
* Raymer, M., Reed, M., Spiegel, M., & Purvanova, R. K. (2017). An examination of generational stereotypes as a path towards reverse ageism. *The Psychologist-Manager Journal*, *20*(3), 148-175.
* Faniko, K., Ellemers, N., & Derks, B. (2020). The Queen Bee phenomenon in Academia 15 years after: Does it still exist, and if so, why?. *British Journal of Social Psychology*, e12408.
* Derks, B., van Laar, C., Ellemers, N., & Raghoe, G. (2015). Extending the queen bee effect: How Hindustani workers cope with disadvantage by distancing the self from the group. *Journal of Social Issues*, *71*(3), 476-496.
* Leach, C. W., & Livingstone, A. G. (2015). Contesting the meaning of intergroup disadvantage: Towards a psychology of resistance. *Journal of Social Issues*, *71*(3), 614-632.
* Vollhardt, J. R. (2015). Inclusive victim consciousness in advocacy, social movements, and intergroup relations: Promises and pitfalls. *Social Issues and Policy Review*, *9*(1), 89-120.
* Ho, A. K., & Kteily, N. S. (2020). The Role of Group-Based Egalitarianism in Collective Action. *Current Opinion in Psychology*. 35: 108–113.
* Schmader, T., Croft, A., Whitehead, J., & Stone, J. (2013). A peek inside the targets' toolbox: How stigmatized targets deflect discrimination by invoking a common identity. *Basic and Applied Social Psychology*, *35*(1), 141-149.
* van Zomeren, M., Kutlaca, M., & Turner-Zwinkels, F. (2018). Integrating who “we” are with what “we”(will not) stand for: A further extension of the Social Identity Model of Collective Action. *European Review of Social Psychology*, *29*(1), 122-160.
* Vollhardt, J. R. (2020). “We All Suffered!”—The Role of Power in Rhetorical Strategies of Inclusive Victimhood and Its Consequences for Intergroup Relations. *The social psychology of collective victimhood*, 337.
* Haslam, S. A., Reicher, S. D., & Levine, M. (2012). When other people are heaven, when other people are hell: How social identity determines the nature and impact of social support. *The social cure: Identity, health and well-being*, 157-174.
* Haslam, S. A., McMahon, C., Cruwys, T., Haslam, C., Jetten, J., & Steffens, N. K. (2018). Social cure, what social cure? The propensity to underestimate the importance of social factors for health. *Social Science & Medicine*, *198*, 14-21.
* Haslam, C., Haslam, S. A., Jetten, J., Bevins, A., Ravenscroft, S., & Tonks, J. (2010). The social treatment: the benefits of group interventions in residential care settings. *Psychology and aging*, *25*(1), 157.
* Cruwys, T., Haslam, C., Steffens, N. K., Haslam, S. A., Fong, P., & Lam, B. C. (2019). Friendships that money can buy: financial security protects health in retirement by enabling social connectedness. *BMC geriatrics*, *19*(1), 1-9.

**Recommended reading list**

* Viola, J. J., & Glantsman, O. (Eds.). (2017). *Diverse careers in community psychology*. Oxford University Press.
* Kloos, B., Hill, J., Thomas, E., Wandersman, A., & Elias, M. (2012). 3rd ed. *Community psychology: Linking individuals and communities*. Wadsworth CENGAGE Learning.
* Seedat, M., Suffla, S., & Christie, D. J. (Eds.). (2017). *Emancipatory and participatory methodologies in peace, critical, and community psychology*. Springer.

**Course-specific information (specific to a given lecture or seminar)**

|  |
| --- |
| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

|  |
| --- |
| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

*
*

|  |
| --- |
| **Further specific information (eg. requirements) (if relevant)** |

*