

Community Psychology (Spring 2016)
Psychology 231-12079

Instructor:

Christopher Baker, Ph.D.

Email: bakerc@uic.edu

Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, W 10-11 am, or by appointment

Teaching Assistant:

Sarah Hernandez, M.A.

Email: sherna37@uic.edu

Office/Hours: BSB 1073 / Tuesdays from 1-2 pm, or by appointment

Text: Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities* (3rd ed.). Belmont, CA: Wadsworth/Cengage Learning.

Meeting Time/Location: TTH 2 - 3:15 / Lecture Center Building C4

Credit Hours (3), Prerequisites: PSCH 100 Introduction to Psychology

Course Description: Understanding the relationship between social systems and individual wellbeing in a community-based context. Focusing on multiple levels of analysis, such as individuals, groups, programs, organizations, and whole communities.

Blackboard:

- Course syllabus posted under **Syllabus**
- Additional readings (i.e., reader) and project consent form posted under **Materials**

- Shell* PowerPoint slides posted under **Lectures**

*Slides DO NOT contain key points, only figures/graphs and contextual details -
You must come to lecture to fill in missing information on slides

Attendance: This course relies on class activities and information presented during class that are not available in-text or in readings. It will be especially important to attend classes to perform well. If you are unable to attend a class, it is your responsibility to obtain the materials covered. Please inform me of any circumstance that would cause you to miss multiple classes.

Disability Services: If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: <http://drc.uic.edu>

(312) 413-2183 Voice

(312) 413-7781 FAX,

DRC Staff Members contact information is available on the Meet the DRC Staff Page

(<http://drc.uic.edu/meet-the-drc-staff>)

Please let me know if there is anything I can do to be helpful!

Academic Dishonesty: Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

EVALUATION: Overview

Type	Points	% Course Grade
In-Class Activities:	10 pts	5%
Section 1 exam:	40 pts	20%
Section 2 exam:	40 pts	20%
Final exam:	30 pts	15%
Research Paper:	40 pts	20%
Interview Project:	40 pts	20%
	200 pts	100%

Extra Credit: (1) Creative Project. (2) Extra credit opportunities will be available in-class. The more you attend class, the more likely you will be around when an extra credit opportunity is administered.

Makeup Policy: Makeup exams are all-essay format and are substantially more difficult than scheduled exams. It is to your benefit to attend all scheduled exams.

Curve: Grades will be scaled when appropriate. Otherwise, grades will be based on the standard 90/80/70/60 scale.

Course Outline: 1/12/2016-5/28/2016

*** Outline subject to change with advanced notice**

-- week 1--

January 12: Course Overview

January 14: Introduction to Community Psychology

Reader: Shinn (2009): Ending Homelessness for Families

-- week 2--

January 19: Levels of Analysis, Core Values

Text: *Chapter 1*

January 21: In-Class Activity 1

Text: *Chapter 1*

***January 22, Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via Student Self-Service without receiving W (Withdrawn) grade on academic record. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.**

-- week 3--

January 26: Aims of Research

Reader: Rosenhan (1973): On Being Sane in Insane Places

Reader: Oser et al. (2014): School and Community Wellness

January 28: Aims of Research

Text: *Chapter 3*

-- week 4--

February 2: Speaker

Text: *Chapter 3*

February 4: In-Class Activity 2

-- week 5--

February 9: Methods

Text: *Chapter 4*

February 11: Methods

Text: *Chapter*

Reader: Bjorkman and Svensson (2009): Randomized Field Experiment Uganda

-- week 6--

February 16: Community Nutrition

February 18: EXAM 1

-- week 7--

February 23: Ecology, Environmental Psychology

Reader: Winkel, Saegert, and Evans (2009): An ecological perspective on theory, methods, and analysis in environmental psychology: Advances and challenges

February 25: In-Class Activity 3

Text: Chapter 5

-- Week 8--

March 1: Communities: Social Capital

Text: Chapter 6

March 3: Communities: Film

Text: Chapter 6

Research Paper Due

-- week 9--

March 8: Diversity

Text: Chapter 7

March 10: Speaker

-- week 10--

March 15: Empowerment

Text: Chapter 11

Reader: Dewettinck and Amejide (2011): Leadership Empowerment and Employee Attitudes

March 17: Citizen Participation

Text: Chapter 11

***March 18, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.**

March 21-25 SPRING BREAK

-- Week 11--

March 29: Community and Social Change
Text: *Chapter 12*

March 31: Community and Social Change
Reader: Alinsky (1971) Rules for Radicals - Tactics

-- Week 12--

April 5: Speaker
Text: *Chapter 12*

April 7: In-Class Activity 4
Interview Project Due

-- Week 13--

April 12: Prevention and Promotion
Text: *Chapter 9*

April 14: Prevention and Promotion - Film
Reader: Tseng et al. (2002): Promotion of Social Change

-- Week 14--

April 19: EXAM 2

April 21: In-Class Activity 5

-- Week 15--

April 26: Flex Day

April 28: Creative Projects Due

-- Week 16--

Final Exam Week

Wednesday May 4, 3:30 pm -5:30 pm: Final Exam

EXTRA CREDIT: Creative Project

The purpose of this project is to give students an opportunity to demonstrate substantial knowledge of a course topic using creative means. Students will be judged on the degree to which they demonstrate knowledge of a topic and their creativity in demonstrating this knowledge. Group projects (up to 5 students) are allowed for those doing music or other performance-based activities; these should not exceed 5 mins. Students may be awarded up to 10 points extra credit.

Research Paper: Due March 3rd

FORMAT: 3 Pages, Double Spaced, 11 pt font, 1 inch margins.

SUBMISSION: Papers should be submitted through Safe Assign on Blackboard.

TOPIC & GRADING: **Identify an ongoing community intervention in Chicago (or surrounding suburbs) that is working to effect social change.**

10 pts: Describe the social problem this community intervention is attempting to remedy. Describe the effect of this problem on individual and community wellbeing. Describe what this community intervention is attempting to do to remedy this problem.

10 pts: Identify and discuss 3 levels of analysis contributing to this social problem.

10 pts: Identify and discuss 3 core concepts of community psychology that relate to this community intervention.

5 pts: Offer a critique and propose a solution to improving the success of this intervention.

5 pts: Overall quality of writing.

DEDUCTIONS:

This paper is 20% of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill to master and it applies to almost every professional context.

Each significant spelling error (-5 pts)

Each instance of failing to follow instructions or format requirements (-5 pts)

Interview Project: Due April 7

FORMAT: **Paper:** 3 Pages, Double Spaced, 11 pt font, 1 inch margins.

Questions + Answers: No Length Requirement, Double Spaced, 11pt font, 1 inch margins.

SUBMISSION: A printed hard-copy of your project should be submitted in class. This includes: (1) the 3-page paper, (2) the interview questions + answers, and (3) the signed consent form.

TOPIC & GRADING: **Identify an individual that belongs to a Chicago-based organization that is working to remedy a social injustice through community action.**

NOTE: Interviewee cannot be a member of the community intervention you described in your research paper. Additionally, interviewee cannot be an undergraduate, graduate student, or professor at UIC.

Gain consent to conduct this interview and use your interviewee's responses for an academic assignment (**NOTE: consent forms provided**).

Interviews must be conducted face-to-face or via Skype (or some similar program). You can audio record their responses (with their permission) and transcribe them later, or you can write down their responses during the interview. You cannot conduct the interview by phone or email.

10 pts: Construct 10 questions to best understand their experience with this community action. You must determine what questions to ask, but some questions should reflect their motivations for involvement, the methods being used, successes and failures, and their goals for the future.

10 pts: Provide a brief description of who you interviewed, the organization, the social injustice they are fighting, and the community action they are undertaking. Provide a brief summary of what you learned from the interview and make sure to comment on responses that you found particularly interesting or important.

10 pts: Discuss how the interviewee's responses relate to 3 major concepts from this course.

5 pts: Discuss aspects of the environment that make this social injustice and community action unique (or not unique) to Chicago.

5 pts: Overall quality of writing.

DEDUCTIONS:

Not stapled (**-1 pt**)

Each significant spelling error (**-5 pts**)

Each instance of failing to follow instructions or format requirements (**-5 pts**)