Community Psychology (PSCH 231) Course Syllabus
Asynchronous Online Course
Fall 2021

Instructor	Jessica Shaw, Ph.D. jlshaw2@uic.edu Office 1050D BSB Drop-in Hours (By Zoom or in 1050D BSB): Mondays 4-5pm

Teaching Assistants	Maya Kashyap mkashy5@uic.edu Virtual Office Hours (Zoom): By appt	Kay Thursby kthurs2@uic.edu Virtual Office Hours (Zoom): By appt

COURSE DESCRIPTION AND OBJECTIVES

As a field, community psychology focuses on promoting individual and community betterment by examining individuals and communities in their broader contexts, and working in partnership with them to make change. This course is designed to be in an introduction to community psychology. Throughout the course, we will discuss the how the field of community psychology came to exist, the values and principles that guide the work of community psychologists, and the many different methods and approaches used by community psychologists to understand and intervene in social problems. Over the semester, I hope to provide you with guided support so you can apply what you are learning to the world around you.

By the end of the course you will be able to:
1. Explain what led to the beginnings of community psychology and how it is different from its predecessors and other related fields.
2. Examine actions and events through an ecological lens.
3. Apply community psychology values, methods, and approaches when defining and developing solutions for social problems.
4. Describe the wide array of settings and topic areas in which community psychologists work.

METHOD OF INSTRUCTION

Our class will take place asynchronously, meaning **our course does not have required synchronous (live) class sessions for you to attend.** Instead, all class material has been developed ahead of time. Course content will be made available to you on a weekly basis. You can select the days and times that are most convenient for you to complete the weekly tasks, as long as you complete specific tasks by the specified due dates (see Course Schedule). Because this is a three credit class, you should expect to spend 6-9 hours each week engaging with class

material. This will involve viewing videos, reading assigned material, posting in discussion boards, studying the material, taking exams, completing other quick activities, and studying.

To take this class, you will need regular access to a personal computer that runs on a broadband Internet connect. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do have the required hardware and internet capabilities.

CLASSROOM ENVIRONMENT AND EXPECTATIONS

Our virtual classroom is designed to be a co-learning environment, meaning we all learn from one another. You each have your own perspective and voice, and are experts in your own lived experiences. Though we will engage in a virtual environment this semester, your point of view is no less critical to our discussions. I invite you to bring your perspective and voice into the virtual classroom. This will largely happen through the use of Discussion Boards.

To support our co-learning virtual environment, you can expect that your instructional team (i.e., the instructor and teaching assistants) will **fully engage with class materials each week.** This means the instructional team will have completed the readings, prepared or watched all posted materials, and participated in the weekly activities. We, in turn, expect you to do the same.

You can also expect that your instructional team will be respectful of varied experiences and perspectives presented by class members. We, in turn, expect the same from you. **Disrespect or discrimination on any basis will not be tolerated.** This includes, but is not limited to, disrespect or discrimination based on race, ethnicity, gender, sexual orientation, perceived ability or disability, religion, immigration status or history, economic background, geographic background or upbringing, criminal history, veteran status, educational background of family members, accent, skin tone, and body shape and size.

Finally, you can expect that we have developed course content based on recent and relevant research and scholarship in community psychology and related fields. If any of our contributions to class material or Discussion Boards are based on incomplete information or found to be inaccurate, we will identify them as such, and welcome and seek out additional reliable information to inform our perspectives. We, in turn, expect the same from you. This means that **if you present a perspective or thought-to-be-fact based on false or inaccurate information, you will welcome and seek out additional reliable information to inform (and which may refute) your perspective.**

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COURSE READINGS AND ASSIGNMENTS

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Readings

Course readings include book excerpts and journal articles, and can be accessed on Blackboard.

Discussion Boards (40% of grade)

Each week in class, other than weeks in which there is an exam, we will use Discussion Boards to engage with one another and the class material explored that week. There will be 11 weeks with Discussion Boards. Each week, you will be assigned to a Discussion Board group/thread with a set of your classmates. Discussion Board group assignments will be based on your last name. You will need to post at least twice in each weekly Discussion Board to have the opportunity to earn full credit: (1) *Initial Post* and (2) *Response to Peers*.

Initial Post: Your *Initial Post* is due each week by Thursday at 11:59pm. Your *Initial Post* should respond directly to the posted weekly Discussion Board prompt.

Response to Peers: A *Response to Peers* is due by 11:59pm on the Monday following the due date for your *Initial Post*. With this post, you should respond to one of your peers' posts in the Discussion Board. You may choose to respond to one of your peer's *Initial Post*s in the Discussion Board, or join an ongoing, developing conversation in the Discussion Board. You must post at least one *Response to Peers*, though you are encouraged to respond to and engage with your peers in the Discussion Boards more frequently. For example, if a classmate responds to your *Initial Post*, you may choose to respond back to continue the discussion. You may also choose to jump in and comment on an ongoing discussion happening within your Discussion Board among two or more of your classmates. It is with this level of engagement that we are able to foster a co-learning environment. To encourage this level of interaction, with each additional relevant *Response to Peers* made within a given weekly discussion board, you can earn an extra credit point, up to a total of 2 extra credit points per week. *Extra Responses to Peers*, beyond the initial required *Response to Peers*, must be posted by 11:59pm on the Wednesday following the due date for your initial *Response to Peers* in order to receive extra credit.

Grading: While there are 11 weekly Discussion Boards, only eight will count towards your final grade. The three weekly Discussion Boards in which you earned the lowest grades will be dropped. This means that you could miss up to three Discussion Boards altogether without it impacting your grade in the class. **If you miss more than three weekly Discussion Boards, there is no way to earn back those points.** See the Discussion Board Rubric for detail on how Discussion Boards will be graded.

Exams (60% of grade)

There will be a total of five exams in this course: four non-cumulative exams during the semester, and a cumulative final during finals week. Four of these exams will count towards your final grade, with the exam in which you earned the lowest grade dropped. This means that if you are happy with the grades you earned on the first four exams, you can choose to be excused for the cumulative final. **However, there are no makeup exams in this course.** If you miss one of the exams during the semester, you will need to take the final comprehensive exam to have an opportunity to earn all available points.

Grading
Your grade is calculated with the following proportions:

Assignment/Project	Percentage of Grade
Weekly Discussion Boards with 8 highest earned scores	40%
Weekly Discussion Board with 3 lowest earned scores	0%
Exams with 4 highest earned scores	60%
Exam with lowest earned score	0%

Your final grade is assigned based on the following scale:
A (4.0) = 90-100%
B (3.0) = 80-89%
C (2.0) = 70-79%
D (1.0) = 60-69%
F (0.0) < 60%

It is your responsibility to keep track of your grades in Blackboard. We will announce when grades for different assignments have been posted. **If you believe there is an error in how a grade has been entered, you have one week from the date of posting to contact a teaching assistant with your concern.** If you do not contact a teaching assistant within this timeframe, the grade entered will stand.

COURSE POLICIES

Missed and Late Work

Discussion Boards: Discussion Board posts (i.e., *Initial Post*s and *Responses to Peers*) submitted after the specified due date and time, but within 24 hours of the specified due date and time will only be eligible for half credit. Discussion Board posts submitted more than 24 hours after the specified due date and time will not be accepted, and there is no way to earn points for missed Discussion Board posts. Instead, your three lowest Discussion Board grades will be dropped. This flexibility is built into the class for every student as your instructional team understands that life happens—sometimes you have an off week or other demands for your attention. This flexibility built into the class might tempt you to choose to skip a Weekly Discussion Board. I highly encourage you to complete each Weekly Discussion Board so this safety net is available if and when you really need it. *Extra Responses to Peers* will not be accepted after the specified due date and time.

Exams: You must take each exam when they are assigned to be eligible to earn points on it. There is no exception to this policy. Your lowest exam grade will be dropped and not used to calculate your final grade. Again, I highly encourage you to sit for each exam and save the safety net of the lowest exam grade being dropped for if and when you really need it, or to allow you to skip the cumulative final exam.

Trouble Completing Work

We know that we find ourselves in trying and uncertain times. **If you are having trouble completing your work for any reason, it is important that you reach out to the instructional team as soon as possible.** This will allow us to work together to develop a plan.

Attendance

This class is taught asynchronously online. This means there are no live class sessions that you need to attend. You may complete course material at time that is convenient for you. However, you must submit Discussion Board posts and sit for exams by the specified due dates and times.

Academic Integrity

All work you submit for this class should be your own. You may not misrepresent others' ideas and work as your own. This includes what you submit for Discussion Boards, and when you complete exams. For the Discussion Boards, if someone else's ideas, quotes, or work influenced or is included in your posts, provide references. Ideas matter, and it is important we do not take credit for ideas and work that are not our own, and give credit where credit is due. For the exams, you should close out of all class material and complete the exam independently. Misrepresenting others' ideas and work as your own, and sharing answers for exams, are serious offenses. Such offenses will be handled in line with UIC's Academic Misconduct process, and may result in a

failing grade. If you have any questions about this, ask. For more information on UIC's policies on academic integrity, visit https://dos.uic.edu/community-standards/academic-integrity/.

Related to this, please also protect the integrity of the course materials and content that your instructional team generated for this class. A lot of hard work and time went into creating these materials. Do not upload course materials from this course that were not created by you onto third-party websites or share content with anyone who is not enrolled in our course.

Blackboard

This course will be administered via Blackboard. You will use Blackboard to engage the class material each week, participate in Discussion Boards, take exams, and view grades. **It is your responsibility to learn how to access Blackboard for all course-related tasks. If you have technical difficulties, contact blackboard@uic.edu or 312-996-9824.**

Zoom

Zoom will be used by the instructional team to offer virtual drop-in hours (the instructor) and virtual office hours by appointment (the teaching assistants). Zoom links to attend Dr. Shaw's virtual drop-in hours will be provided on Blackboard.

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RESOURCES

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Your Instructional Team

Seeking Support: Your instructional team includes Dr. Shaw, Maya, and Kay. We care about your success in the class, and we care about you. To help support your success in the class, you will be assigned to a TA. Your assigned TA will be the person who interacts with you in the Discussion Boards, and should be the TA you reach out to via email with any questions or concerns (including questions and concerns about your grades on the Discussion Boards).

Dr. Shaw also would love to connect with you. Please plan to visit with Dr. Shaw during her drop-in hours with questions, concerns, or if you are in need of support. Do not wait until the last minute to reach out, as we will be limited in how we are able to respond to your needs.

Email Communication with the Teaching Assistants: You can reach out to your assigned TA via email. TA assignments are based on your last name, and are as follows:

> **Last name starts with A-R:** Maya Kashyap
> **Last name starts with S-Z**: Kay Thursby

The TAs will do their best to respond to your emails in a timely manner (i.e., within 48 hours, not including weekends). Please always include "231" and a brief description of your request/need in the subject line of the email.

Virtual Office Hours with the Teaching Assistants: The TAs are available to meet with you by Zoom. If you would like to meet with your TA, please email them to request an appointment. Please always include "231" and a brief description of your request/need in the subject line of the email.

Drop-In Hours with Dr. Shaw: You can visit Dr. Shaw during her drop-in hours with questions about course content, your research interests, post-grad plans, future career goals, or life in general. You can visit Dr. Shaw during her drop-in hours via Zoom, or by coming to her office in-person. The Zoom link for Dr. Shaw's virtual drop-in hours is on Blackboard. For in-person drop-in hours, you can find Dr. Shaw in her office (1050D BSB) . **I would like to meet you, so request that you come to my drop-in hours, virtually or in-person, instead of emailing.** If you email me, I may forward the email to your TA.

Accommodations for Students with Disabilities

Your instructional team and The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DCR) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 (voice) or (312) 413- 0123 (TDD) to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of the LOA, your instructional team will work with you and the DRC to implement approved accommodations.

The Counseling Center

The Counseling Center provides free and confidential counseling services for all students. Learn more at https://counseling.uic.edu/

Campus Advocacy Network

Under Title IX, you have the right to an education free from any form of gender-based violence and discrimination. Campus Advocacy Network is a confidential, anonymous, and free resource that can provide information, advocacy services, and help you explore your options. Learn more at https://can.uic.edu/, or by contacting can-appointment@uic.edu or 312-413-8206.

Updated 7/19/2021

Course Schedule
This schedule is tentative and subject to change

Unit 1: Defining Community Psychology		
Week: Topic	**Readings**	**Assessments**
Week 1: Aug 23-27 Introduction to Class and the History of Community Psychology	Rudkin, J. (2003). *Community psychology: Guiding principles and orienting concepts* (pp. 1-14). Upper Saddle River, NJ: Prentice Hall.	**Discussion Board** *Initial Post* due Thursday, 8/26 by 11:59pm *Response to Peers* due Monday, 8/30 by 11:59pm *Extra RTPs* due Wednesday, 9/1 by 11:59pm
Week 2: Aug 30-Sep 3 Values and Qualities for the Community Psychologist	Kelly, J. (1971). Qualities for the community psychologist. *American Psychologist, 26*, 897-903.	**Discussion Board** *Initial Post* due Thursday, 9/2 by 11:59pm *Response to Peers* due Monday, 9/6 by 11:59pm *Extra RTPs* due Wednesday, 9/8 by 11:59pm
Unit 2: Considering Community and Context		
Week: Topic	**Readings**	**Assessments**
Week 3: Sep 6-10 Defining Community	Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities (3rd edition)* (pp. 176-183). Belmont, CA: Wadsworth.	**Discussion Board** *Initial Post* due Thursday, 9/9 by 11:59pm *Response to Peers* due Monday, 9/13 by 11:59pm *Extra RTPs* due Wednesday, 9/15 by 11:59pm
Week 4: Sep 13-17 Thinking Ecologically	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*. Creative Commons Attribution 4.0 International License.	**Exam 1 (Covering Units 1-2)** Due Friday, 9/17 by 11:59pm

Unit 3: Considering Power, Privilege, and Oppression		
Week: Topic	**Readings**	**Assessments**
Week 5: Sep 20-24 Systems of Privilege and Oppression	Pharr, S. (1997). *Homophobia: A weapon of sexism* (pp. 53-64). Berkeley, CA: Chardon Press. Johnson, A.G. (2006). *Power, privilege, and difference* (2nd edition) (pp. 90-107). NY: McGraw-Hill.	**Discussion Board** *Initial Post* due Thursday, 9/23 by 11:59pm *Response to Peers* due Monday, 9/27 by 11:59pm *Extra RTPs* due Wednesday, 9/29 by 11:59pm
Week 6: Sep 27-Oct 1 Blaming the Victim	Ryan, W. (1976). Blaming the victim (pp. 3-29). New York, NY: Random House.	**Discussion Board** *Initial Post* due Thursday, 9/30 by 11:59pm *Response to Peers* due Monday, 10/4 by 11:59pm *Extra RTPs* due Wednesday, 10/6 by 11:59pm
Unit 4: Using Social Science Towards Social Justice		
Week: Topic	**Readings**	**Assessments**
Week 7: Oct 4-8 (Community) Research Methods I	Singleton, R.A & Straits, B.C. (2019). *Approaches to social* research (5th edition) (pp. 2-13). New York, NY: Oxford University Press, Inc.	**Discussion Board** *Initial Post* due Thursday, 10/7 by 11:59pm *Response to Peers* due Monday, 10/11 by 11:59pm *Extra RTPs* due Wednesday, 10/13 by 11:59pm
Week 8: Oct 11-15 (Community) Research Methods II	Stein, C. H. & Mankowski, E. S. (2004). Asking, witnessing, interpreting, knowing: Conducting qualitative research in community psychology. *American Journal of Community Psychology, 33*, 21-35.	**Exam 2 (Covering Units 3-4)** Due Friday, 10/15 by 11:59pm

Unit 5: Promoting Change—Part 1		
Week: Topic	**Readings**	**Assessments**
Week 9: Oct 18-22 Prevention and Promotion	Rudkin, J. (2003). *Community psychology: Guiding principles and orienting concepts* (pp. 243-253). Upper Saddle River, NJ: Prentice Hall.	**Discussion Board** *Initial Post* due Thursday, 10/21 by 11:59pm *Response to Peers* due Monday, 10/25 by 11:59pm *Extra RTPs* due Wednesday, 10/27 by 11:59pm
Week 10: Oct 25-29 Power and Empowerment	Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities* (3rd edition) (pp. 358-363). Belmont, CA: Wadsworth. Balcazar, F.E., Keys, C.B., & Vryhof, J.A. (2019). Empowerment. In L. A. Jason, O. Glantsman, J.F. O'Brien, & K. N. Ramian (Eds.), *Introduction to community psychology: Becoming an Agent of change* (pp.183-192). Creative Commons Attribution 4.0 International License.	**Discussion Board** *Initial Post* due Thursday, 10/28 by 11:59pm *Response to Peers* due Monday, 11/1 by 11:59pm *Extra RTPs* due Wednesday, 11/3 by 11:59pm
Week 11: Nov 1-5 Sociopolitical Development	Watts, R.J., Williams, N.C., & Jagers, R.J. (2003). Sociopolitical development. *American Journal of Community Psychology, 31*(1-2), 185-194.	**Exam 3 (Covering Unit 5)** Due Friday, 11/5 by 11:59pm

Unit 6: Promoting Change—Part II		
Week: Topic	**Readings**	**Assessments**
Week 12: Nov 8-12 Program Evaluation	Rossi, P.H., Lipsey, M.W., & Henry, G.T. (2019). *Evaluation: A systematic Approach* (8th Edition) (pp. 1-30). Thousand Oaks, CA: Sage.	**Discussion Board** *Initial Post* due Thursday, 11/11 by 11:59pm *Response to Peers* due Monday, 11/15 by 11:59pm *Extra RTPs* due Wednesday, 11/17 by 11:59pm
Week 13: Nov 15-19 Participatory Action Research	Kidd, Davidson, Frederick, & Kral. (2018). Reflecting on participatory, action-oriented research methods in community psychology. *American Journal of Community Psychology, 61*, 76-87.	**Discussion Board** *Initial Post* due Thursday, 11/18 by 11:59pm *Response to Peers* due Monday, 11/22 by 11:59pm *Extra RTPs* due Wednesday, 11/24 by 11:59pm
Week 14: Nov 22-26 Community and Social Change	Rudkin, J. (2003). *Community psychology: Guiding principles and orienting concepts* (pp. 151-178). Upper Saddle River, NJ: Prentice Hall.	**Discussion Board** *Initial Post* due Thursday, 11/25 by 11:59pm *Response to Peers* due Monday, 11/29 by 11:59pm *Extra RTPs* due Wednesday, 12/1 by 11:59pm
Week 15: Nov 29-Dec 3 Course Wrap-Up	N/A	**Exam 4 (Covering Unit 6)** Due Friday, 12/3 by 11:59pm

FINALS WEEK		
Finals Week: Dec 6-10	N/A	**Exam 5 (Comprehensive—Units 1-6)** Due Friday, 12/10 by 11:59pm

Updated 7/19/2021