



**Introduction to Community Psychology**  
**PSCH 231 – CRN 14644– Spring 2022**  
**Tues/Thursday 11:00am – 12:15pm CST**  
*\*This class is in person at Lincoln Hall Room 120 OR  
online/synchronous through Blackboard Collaborate pending  
university policies on COVID-19\**

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**Office hours:** 12:30- 1:30 pm Tuesday or by appointment

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### Course Description

This is an introductory course of Community Psychology, a highly interdisciplinary field that emphasizes the role of social context in how it shapes individual and collective functioning, development, and wellbeing. It integrates both research and action methods to prevent, reduce, and/or eliminate social problems and oppression. Community psychologists work in a variety of settings, including universities, government agencies, non-profits, and more. Learn more on the Society for Community Research and Action website (SCRA, the 27<sup>th</sup> division of the American Psychological Association):



<https://www.scra27.org/>

### Course Norms:

<i>How to be respectful</i>	Listening to people as they speak, giving them time to express themselves, addressing each other by preferred name and gender pronouns (if known/used), be thoughtful of each other’s feelings, respect each other’s boundaries, don’t point out each other’s insecurities
<i>Meaningful Participation</i>	Active and engaged listening, not being on your phone or preoccupied with other things, sharing thoughts and feelings with respect, being present and showing interest in the topic and each other
<i>Maintaining respect despite disagreement</i>	Let them say their piece and don’t engage in harmful or disrespectful comments, hear people out and let them express themselves, be calm and humble in understanding that people have different perspectives and experiences
<i>Identifying hurtful behavior</i>	Making fun of people, shaming or name calling, ignoring or invalidating people’s experiences, disrespecting other people’s boundaries
<i>Addressing hurtful behavior</i>	Address it calmly and let them know how you feel about it, work to engage in more of a discussion, do not engage in arguing, telling them verbally that you would like some space
<i>Other important things</i>	Creating a safe spaces, self-care, alone time, respecting boundaries, feeling comfortable with others we are around, take space/make space, talking about important and real world topics, acknowledging how we feel

**This was collaboratively created by the whole class on 1/11/22. See the Jamboard Activity [here!](#)**

## Learning Goals and Expectations

The goal of this semester is that you will leave with the ability to critically assess social problems, and how society approaches them, with a community psychology lens. To do this, you will work on a topic of your choice over the course of the semester to apply your learning to a real-world problem that matters to you. To get the most out of this course, the instructor and the learner will hold each other accountable to the following standards:

<b>Student Expectations</b>	<b>Instructor Expectations</b>
Attend each scheduled class on time, with exception to illness or other extenuating circumstances	Prepare all lectures and materials in advance of each class, be in attendance at each scheduled class
Read all assigned materials	Read all assigned materials
Complete all assignments, quizzes, papers, and exams on time	Grade all assignments and exams in an appropriate timeframe within 1 week of being received
Treat each other with respect	Treat each other with respect
Do not come to class if sick	Do not come to class if sick

### **A commitment to respect:**

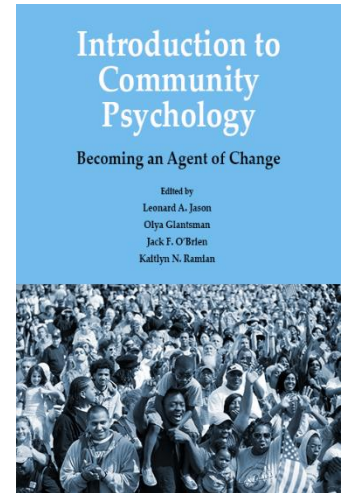
It is intended that during this course, we will discuss and analyze social issues, which can evoke different emotions, opinions, and experiences. You can and should share your own thoughts and experiences to the extent that you are comfortable. However, to maintain a space that is conducive for learning and thinking critically, it is required that you treat each other and the instructor with respect. *It is possible to both disagree with another person and still maintain respect for them.*

What counts as disrespectful behavior, hurtful behavior, and how will we approach conflict if/when it happens? **See the class [Jamboard](#).**

## Required Reading

The **free, online, and downloadable textbook** can be found here on Blackboard. It is expected that you will read each assigned reading before class. Occasionally we will also read other materials such as the community Tool Box (linked below). All readings will be posted on Blackboard in advance in the “Readings” folder.

- Textbook: Introduction to Community Psychology by Leonard A. Jason, Olya Glantsman, Jack F. O'Brien, and Kaitlyn N. Ramian (Editors),  
<https://press.rebus.community/introductiontocommunitypsychology/>
- Community Tool Box: <https://ctb.ku.edu/en>
- See the schedule at the end of this syllabus to see the assigned readings.



## Lectures

Lecture and Discussion will be held during each class day with some exceptions (e.g., library day, movie day). Lectures will cover the readings and attendance is necessary. Generally, most of the class will be devoted to lecture but there will be regular time for activities and discussion. The class format will have to follow university policy per COVID guidelines. Currently, the first two weeks of the class will be held online through Blackboard Collaborate, then lectures will be held in Lincoln Hall (Room 120) for the remainder of the semester. It is important that you follow along with the class with the schedule at the end of the syllabus.

- For online classes, it is not expected that you will have your camera on while the instructor is lecturing, however, it is highly encouraged that you turn your camera on for the small group discussions. This facilitates trust with your discussion partners, connection, community, and will ultimately make the conversation more enjoyable.
- For in person lectures, masks are mandatory. If you need a mask, ask the instructor.
- In person lectures are recorded with lecture capture and posted on Blackboard. However, it is important to come to class, as things discussed in class do appear on exams and assignments.
- Attending lectures is mandatory and rewarded with Pop points.

## Course Policies

### Office Hours, Communication, and Support

The instructor will be in her office (BSB 1080) Tuesday after class 12:30 – 1:30 pm for office hours and is also available through zoom at the personal room:

- <https://uic.zoom.us/j/6867201482>

- Please try to let Andrea know in advance if you would like to come by her office but this is not required (just helpful in case multiple students want to stop by)
- Please feel free to schedule time outside of the office hour to meet with Andrea

**Please do not hesitate to reach out for any support during this course.** Please allow 24 – 48 hours for the instructor to respond. Please do email again if the instructor does not respond within 48 hours. Some UIC services are below:

- Counseling Center: <https://counseling.uic.edu/>
- Tutoring Services: <https://tutoring.uic.edu/>
- Writing Resources: <https://writingcenter.uic.edu/>
- Library: <https://library.uic.edu/>
- Cultural Centers: <https://diversity.uic.edu/community/ccusc/>
- Student tech resources: <https://it.uic.edu/services-support/student-resources/>
- List of All Other Current Student Resources: <https://today.uic.edu/resources/current-student-resources>

The instructor might reach out to you if she has concern for your grade or wellbeing however, it is expected that you will reach out early and as often as you need help. Things that Professor DaViera may be able to help you with:

- All things relevant to this course
- Community psychology generally and research in psychology, finding opportunities to become involved in research
- Going to graduate school, trying to plan for life after UIC
- Juggling family, work, and school

### **Disability Accommodations**

If you are a student with a disability, think that you may have one, or need academic accommodations for any reason, please see the instructor and contact the Disability Resource Center (<https://drc.uic.edu/>). I will gladly assist with arranging academic accommodations through this office.

### **Technology**

**You will need to bring a laptop or smart phone to class each day to participate in activities.** If you have any issues with accessing technology, please let the instructor know. This course will rely heavily on the Black Board both for communicating announcements and for collecting assignments. Contact the instructor if you have having technical difficulties and the Blackboard support team: [consult@uic.edu](mailto:consult@uic.edu)

## Academic Integrity and Cheating

Students in this course are expected to behave at all times in a manner consistent with the UIC Honor System and Code (<https://honors.uic.edu/about/the-honor-code/>). For all work, the name that appears on the paper must be the authors. If you are using someone else's work as a source, cite it. We will overview APA (American Psychological Association) formatting before it is necessary to cite things. Cheating will not be tolerated, and the instructor has the right to alert the Dean of Students if necessary. The instructor also reserves the right to use software on Blackboard to determine the extent to which the work is the students.

*If at any point you are struggling with material and are considering cheating or plagiarism, please contact the instructor and we can discuss ways to improve your grade.*

## Sick, Make Up, and Extension Policy

***Please do not come to class if you are feeling sick.*** Email the instructor if you have to miss class for any reason. ***Lost participation points can be made up.*** Making up quizzes, homework, and exams is possible, but you must discuss this with the professor as soon as you are aware that you cannot complete the assignment or come to class. If you turn in an assignment late without an extension, a small deduction will apply.

- If you need to make up work, you must do this no later than the 13<sup>th</sup> week of the semester (if possible).

## Course Evaluation

It is important that we create an environment where both the learners and instructor are giving appropriate feedback to each other on the course. Give the instructor anonymous feedback through the **[Anonymous Tips and Questions](#) Google Form** to let her know how the course is going for you and how you think it can be improved. The instructor will attempt to incorporate feedback as the course progresses.

- <https://forms.gle/sQUnGAJLnrhtZwkP9>
- Use the Mid-Semester Evaluation form (received via email) for the formal mid-term evaluation of the instructor. This is worth 5 points, due by 2/27/22 at midnight.

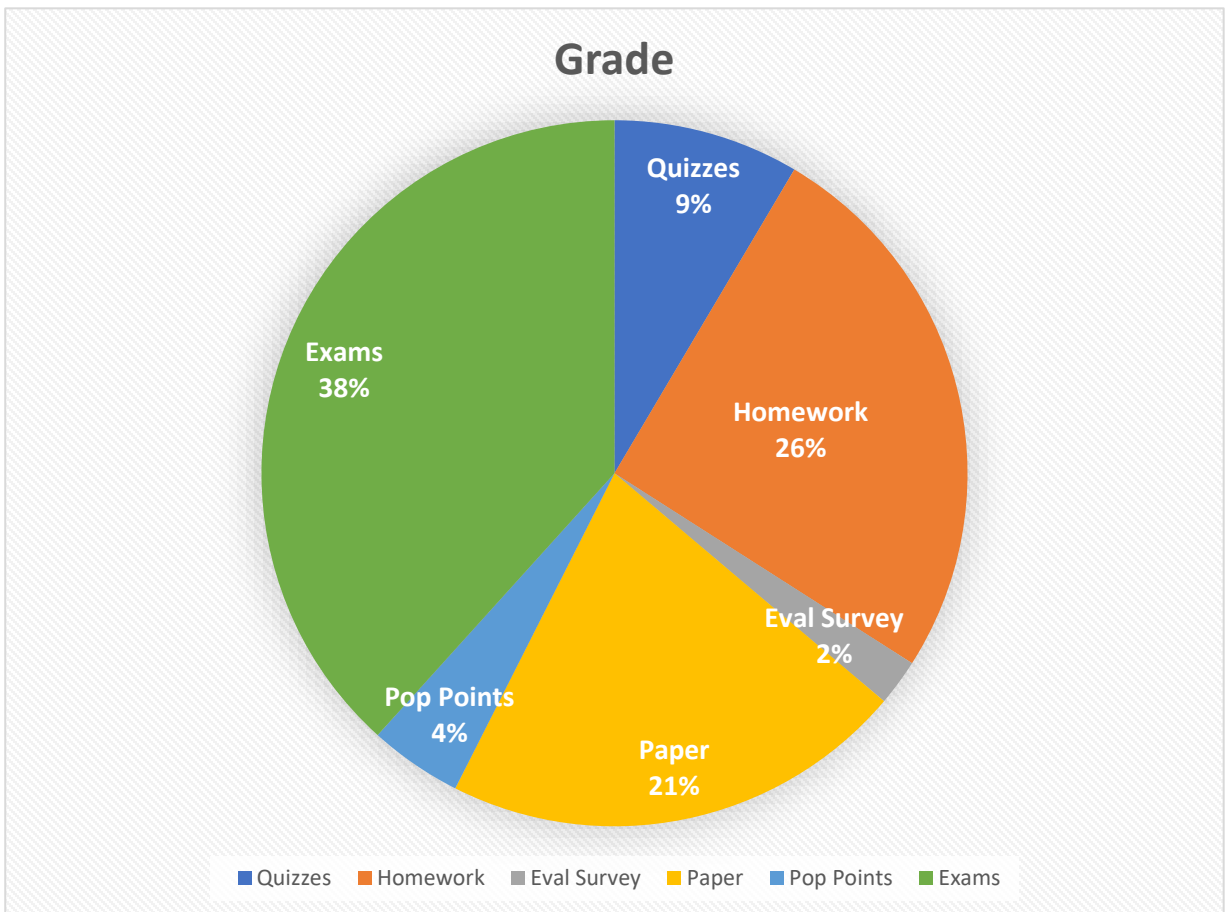
## Meaningful Participation

Participation in the course is essential to learning the material and to getting a good grade. You must come to class each day and involve yourself in *meaningful participation*, however, we will define what this means on the first day of class. If this is not possible for you for any reason, please discuss this with the instructor right away.

## Grade Descriptions and Breakdown

### Grading Overview

Grades will not be weighted nor curved. However, the instructor and students are both in fact, humans that do make mistakes sometimes. Please do email the instructor to discuss your grade if you have any questions or if you feel that the instructor's assessment did not adequately reflect your work. There is plenty of opportunity for extra credit. The table below will be used to calculate final grades and is not going to be changed. The instructor will take approximately 1 week or less to grade all assignments.



89.5% or more of all points	A
79.5% - 89.4%	B
69.5% - 79.4%	C
59.5% - 69.4%	D
59.4% or less of all points	F

Assignment	Number	points/each	total	% of grade	note
Quizzes	10	2	20	8.51%	can earn bonus points
Homework	6	10	60	25.53%	- 1 point per day late
Eval Survey	5	1	5	2.13%	cannot make up
Paper	1	50	50	21.28%	- 5 points per day late
Pop Points	5	2	10	4.26%	only need 5 out of 8
Exams	3	30	90	38.30%	can make up
		total	235		

## Quizzes

There will be 10 quizzes throughout the semester that assess main points from the readings. Each quiz will have two questions. See the schedule for quiz days. Each quiz will have the following grade scheme:

- 1/2 points for being in attendance and writing your name down
- 2/2 points for getting 1/2 questions correct
- 3/2 points for getting 2/2 questions correct (if you earn more than 20 quiz points over the course of the semester, this will count as extra credit. This means you can earn up to 10 points of extra credit by taking quizzes.)

## Homework

There will be six homework assignments throughout the course, each will be posted on Blackboard. Homework assignments 2 and 4 will help you with the social issues paper.

- Homework is due on Blackboard on Sunday at midnight (see the schedule at the end of this documents for due dates)
- Each homework is worth 10 points
- You will miss 1 point for every day that the assignment is late unless given an extension.

Occasionally, there may be additional assignments that are assigned as homework (e.g., mid-semester evaluation survey).

## Pop Points

Participation and attendance in the course is rewarded with “pop points.” This is not the same as a quiz which evaluates your knowledge of recent material. Pop points are pure participation points that are randomly distributed throughout the semester and will be unannounced. You usually will earn the pop points by participating in an in-class activity.

### **Mid-Semester Update (February 28, 2022)**

Currently, as of the date of this updated syllabus, there are 7 more activities worth Pop Points distributed throughout the remainder of the semester. You only need to receive 10 points (i.e., participate in 5 activities) for full credit. Always let the professor know if you cannot come to class for any reason.



## Social Issue Paper

There will be one paper. There will be in-depth descriptions posted on Blackboard but below are a few important points:

- Must be written in APA format (i.e., in-text citations, references, double spaced, Times New Roman, 12-point font)
- Worth 50 points
- You will miss 5 points for every day that the paper is late unless given an extension (ask if you need one)
- You cannot switch paper topics unless you have discussed this with the instructor
- You must participate in a randomly assigned “swap-n-read” where your assignment will be to give feedback to another student in the class. See the schedule at the end of the syllabus for these days.
- You will have the opportunity to revise your paper and send it back to the instructor within 1 week of receiving it with feedback. Your paper will be re-graded for a new grade depending on how you incorporated the instructor’s feedback.

## Exams

There will be 3 exams, each corresponding to one section of material (see the schedule below).

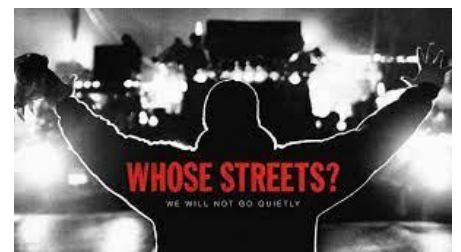
**Make up exams are handled on a case-by-case basis only, and you must talk with the instructor beforehand (if possible).** Each exam will be multiple choice, short answer, and 1 essay question. Each exam is worth 30 points.

- Exams cover material discussed in class as well as assigned readings
- Exams are open note but not open internet or open textbook
- We will hold exam review the class before each exam
- All exams can be taken on campus with the instructor in LH 120.
  - If we return to fully online instruction, Exams will take place on Blackboard.
- There are two versions of the essay question for each exam. You will receive both versions one week in advance of the exam. You will receive an exam with either one.
  - This is intended to help you study for the exam. It is not recommended that you try to memorize a whole paragraph, rather it is suggested that you review the main points that the question is assessing.

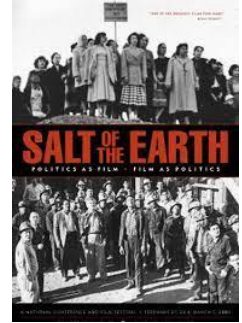
## Movie

You will watch one of two movies on our own time as an assignment. Watch both if you want, but you only need to do a work sheet on one. The learning objective of this assignment is to connect the material you see in the movie to the broader class discussion of power, oppression, and resistance.

- *Whose Streets?* is a documentary about the Ferguson Uprising against police brutality.



- You can watch it through the UIC library [here](#). You MUST sign in with your UIC account (Net ID/email address).
- <https://uic.kanopy.com/video/whose-streets>
- *Salt of the Earth* is a fictional movie inspired by true events. The movie is about labor organizing in New Mexico.
  - You can watch the full movie on [YouTube](#):  
<https://www.youtube.com/watch?v=FE1oKQCww04>



In addition to extra quiz points, you can earn extra credit through quizzes and **ONE** of the following options.

### Extra Credit Option 1

You can earn up to 10 points of extra credit by participating in a social change effort of any kind and writing a short paper about your experience, including documentation (e.g., a picture of yourself at the event, signed note from a supervisor). You can do this at **any point of the semester BUT by the end of week 13.**

- The paper must describe 1) what social issue you are addressing, 2) what you did, and 3) what kind of CP theory or practice can you connect it to
- Talk to the instructor in advance to clarify if your activity would be considered a “social change effort” if you are unsure
- The paper must be typed, at least one page, 12-point font, Times New Roman, and double spaced. Does not have to have APA references or in-text citations.
- Submit papers on Blackboard

### Extra Credit Option 2

You can also earn up to 10 points of extra credit by finding a community psychology research article, reading it, and filling out a worksheet on it. Worksheets are on Blackboard. You can do this at **any point of the semester BUT by the end of week 13** The article must be from one of the following journals:

- American Journal of Community Psychology
- Journal of Community Psychology
- Journal of Community Psychology in Global Perspective
- Journal of Community and Applied Social Psychology
- Global Journal of Community Psychology Practice

*Parts of this syllabus were adapted from the syllabus of Professor Amanda L. Roy*

<b>Spring 2022 PSCH 231 Schedule</b>				
<b>Week</b>	<b>Day</b>	<b>Agenda</b>	<b>Read before class *Not required for weeks 1 -2</b>	<b>Homework due the following Sunday at 11.59pm</b>
<b>Section I: Introduction to Community Psychology (CP)</b>				
Week 1	Tues 1/11	Syllabus overview Jamboard		
	Thurs 1/13	CP Intro	Jason CH1*	
Week 2	Tues 1/18	CP History/ “Who we are”	Jason CH 2- 3*	
	Thurs 1/20	International Perspectives Quiz 1	Jason CH 4*	HW 1 (Introduction) due 1/23 by 11:59pm
Week 3	Tues 1/25	CP Theories	Jason CH 5 Yosso 2005	
	Thurs 1/27	CP Theories cont. Quiz 2		HW2 (Social Issues Topic) due 1/30 by 11:59pm
Week 4	Tues 2/1	CP Methods	Jason CH 6 Rappaport 2005	
	Thurs 2/3	CP Methods cont. Quiz 3		
Week 5	Tues 2/8	Exam 1 Review		
	Thurs 2/10	Exam 1		
<b>Section II: Power, Oppression, and Resistance</b>				
Week 6	Tues 2/15	Diversity/Intersectionality	Jason CH 8 Furman 2018	
	Thurs 2/17	Library Day (over Zoom)		
Week 7	Tues 2/22	Diversity/Intersectionality cont. Quiz 4		
	Thurs 2/24	Oppression and Power	Jason CH 9 Freire CH 1	HW 3 (Im/migration Story or Identity Timeline) due 2/27 by 11:59pm

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<b>Week</b>	<b>Day</b>	<b>Agenda</b>	<b>Read before class *Not required for weeks 1 -2</b>	<b>Homework due the following Sunday at 11.59pm</b>
Week 8	Tues 3/1	Oppression and Power cont. Quiz 5		
	Thurs 3/3	Empowerment	Jason CH 10	
Week 9	Tues 3/8	Empowerment cont. Quiz 6	Balcazar & Suarez Balcazar 2017	
	Thurs 3/10	<i>Movie Day – no class</i>		HW 4 (Social Issue Power/Empowerment Analysis) due 3/13 by 11:59pm
Week 10	Tues 3/15	Exam 2 Review		
	Thurs 3/17	Exam 2		
<i>Spring break – Please rest</i>				
Section III: Modes of Social Change				
Week 11	Tues 3/29	Systems and Systems Change	Foster-Fishman 2007 Tseng 2002	Work on your paper!
	Thurs 3/31	Special Zoom Lecture with Dr. Nkiru Nnawulezi - <a href="#">Click here to register.</a>		Work on your paper!
Week 12	Tues 4/5	Critical, Community-Based, Participatory + Action Research	Fals-Borda CH1 Fine et al 2021	Work on your paper!
	Thurs 4/7	Critical, Community-Based, Participatory + Action Research Quiz 7		HW 5 (Social Issue Change Analysis) due 4/10 by 11:59pm
Week 13	Tues 4/12	Community Organizing and Change	Community Toolbox CH 5 Christens et al 2021	Work on your paper!

<b>Spring 2022 PSCH 231 Schedule</b>				
<b>Week</b>	<b>Day</b>	<b>Agenda</b>	<b>Read before class *Not required for weeks 1 -2</b>	<b>Homework due the following Sunday at 11:59pm</b>
	Thurs 4/14	Community Organizing and Change cont. Quiz 8		<b>Have a COMPLETE Social Issue Paper Draft ready to share next class!</b> Extra credit due 4/17 by 11:59pm
Week 14	Tues 4/19	Swap-N-Read! Prevention and Promotion	Jason CH 12 Rappaport 1981	
	Thurs 4/21	<i>No class – extended time to work on papers/receive feedback</i>		<b>Social Issues Paper due 4/24 by 11:59pm</b>
Week 15	Tues 4/25	Prevention and Promotion cont. Quiz 9		
	Thurs 4/28	Exam 3 Review Reflections/Wrap up		HW 6 (Reflections) due 5/1 by 11:59pm <b>Social Issues Paper Revision due 5/8 by 11:59pm (optional)</b>
<i>Finals – TBD - Exam 3</i>				