

# PSYC 2550.202 COMMUNITY PSYCHOLOGY

FALL 2021

**Land Acknowledgment:** The University of Massachusetts Lowell rests on the ancestral, traditional, and contemporary lands of the Pennacook people. We recognize the colonial violence perpetrated by settlers and affirm that this acknowledgement is insufficient to undo the harm that has been done and continues to be perpetrated against Indigenous peoples.

<b>Professor</b>	Urmitapa Dutta, Ph.D. Associate Professor Department of Psychology
<b>Time</b>	Tuesdays and Thursdays 12:30 – 1:45 PM
<b>Location</b>	Coburn Hall G80
<b>Email</b>	urmitapa_dutta@uml.edu
<b>Office Hours</b>	<p>Tuesdays and Thursdays 10:30 AM to Noon</p> <p><b>Scheduling an appointment:</b> You can schedule an appointment using this link:</p> <ul style="list-style-type: none"><li>• <a href="https://www.signupgenius.com/go/5080548A5AC29A5FD0-office5">https://www.signupgenius.com/go/5080548A5AC29A5FD0-office5</a></li><li>• Please review the available slots and click on the button to sign up. The slots are for 15-20 minutes each. If you anticipate needing more time, please sign up for 2 slots.</li></ul> <p><b>In Person Meetings (Tuesdays only):</b> If you want to meet in person, please schedule an appointment only on Tuesday. Meetings will take place in my office in <b>Coburn 330</b>.</p> <p><b>Virtual Meetings (Thursdays):</b> If you want to meet virtually, please try to schedule your appointment on Thursdays. At the scheduled time, please log in to zoom using this link (also available on Blackboard): <a href="https://uml.zoom.us/j/97025978337">https://uml.zoom.us/j/97025978337</a> (the link and meeting ID are also listed next to the slot you sign up for. <b><i>For security reasons, please join Zoom using your UML email credentials.</i></b></p> <ul style="list-style-type: none"><li>• Once you log in, you will be in the zoom 'waiting room'. I will let you in but please note that sometimes this may take a few minutes in case I am finishing up a meeting with another student - sort of the virtual version of you waiting outside my office!</li></ul> <p><b>Scheduling is required</b> for both in person and virtual appointments. Scheduling holds the time for you so please cancel the appointment via the website or an email to me in case you are unable to keep your appointment.</p>
<b>Graduate Teaching Assistant</b>	Ileri Bernal Doctoral Student, Applied Psychology and Prevention Science Program <a href="mailto:Ileri_Bernal@student.uml.edu">Ileri_Bernal@student.uml.edu</a> <i>* Please check Blackboard for Ileri's office hours, tutorials, and other course supports available for students throughout the semester.</i>

## LEARNING/TEACHING DURING A PANDEMIC: BUILDING A LEARNING COMMUNITY OF CARE

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**None of us signed up for the last year and a half:** the disease, deaths, disruptions, distancing, and deep uncertainty of the times we are living in. Now, more than ever before, **the human option is the only option**. Even though we are all affected by this unprecedented situation, we are affected unevenly and in different ways. We must therefore honor, respect and care for others around us, including our fellow classmates and professors as we move through this crisis together. Therefore, **we are going to prioritize being human and supporting each other as humans**.

Even as some things get better, it continues to be a deeply unsettling time. Many of us have experienced deep personal and community losses in the past year and a half. For some of us, our friends and families in other countries continue to struggle with the pandemic and limited access to vaccines and health care. We need to let go of the illusions of “normalcy.” While we will continue to foster intellectual and personal nourishment, build community and connections, we will do so in ways that are flexible. Some kinds of expectations, objectives or assignments are no longer possible; nor are they reasonable or valuable in the present moment. **It is important to remember that learning can take place in diverse ways, and across different places and spaces. Together, we will be creative, we will adapt, and generate possibilities for understanding and enacting critical social justice praxis in these fraught times.**

**We will strive to remain open to and embrace new experiences and support each other in these challenging times!**

## HEALTH AND SAFETY

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The safety and health of the UMass Lowell community is our shared priority. In seeking to provide the fullest academic and campus life experience possible, UMass Lowell has implemented reasonable health and safety protocols in accordance with national and state public health guidelines. These standards apply to anyone who is physically present on campus or participating in a UMass Lowell-sponsored activity. You can follow UMass Lowell’s coronavirus updates here:

[www.uml.edu/coronavirus](http://www.uml.edu/coronavirus)

**Daily Covid-19 Symptom Checker:** <https://www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx>

**Vaccination:** COVID-19 vaccination is required for ALL students (with rare and approved exceptions). Please visit Mass. Vaccine Finder ([vaxfinder.mass.gov](http://vaxfinder.mass.gov)) to find vaccine locations.

**Face Coverings:** Face coverings are required for all faculty, staff, students, vendors and visitors regardless of vaccination status in nearly all indoor common spaces, including classrooms, instructional laboratories, meeting rooms, work areas, break rooms, hallways, elevators and restrooms. Face coverings are not required outdoors. Faculty may opt to remove face coverings when teaching.

***Please make sure that you are properly masked in the classroom.*** This is important not only to protect ourselves but also to ensure the safety of those amongst us who are immunocompromised or may have family members who are vulnerable.

*Please do not come to class if* you have any COVID like symptoms. Please isolate until you feel better and/or have a confirmed negative test. Please refer to the Attendance Policy later in this document for more details on pandemic related absences.

## **COURSE DESCRIPTION**

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This course surveys the field of community psychology, including principles of social justice, diversity, and social change. We will review historical antecedents, paradigms, conceptual models, strategies and tactics of social and community change and action; examples from selected contexts and social systems (e.g., education, mental health, community organizations, the workplace, health care, justice system, and social services) will be employed. *Meets Core Curriculum Essential Learning Outcome for Diversity and Cultural Awareness (DCA).*

This course has a **critical community psychology focus**. *Critical community psychology*<sup>1</sup> is a particular orientation to community psychology theory and practice. In solidarity and close partnership with groups—oppressed through violence, exploitation, marginalization, powerlessness, or cultural imperialism—critical community psychology seeks to draw attention to the socially divisive and ecologically destructive broader patterns and structures—such as capitalism, neoliberal globalization, patriarchy, colonialism, hegemony, and racism—that condition the scope of social problems and engage in collective action to dismantle oppressive social arrangements (Evans, Duckett, Lawthom, & Kivell, 2017).

**A core principle of community psychology is the centrality of context;** context as history, politics, culture, relationality, place, space, and time. Therefore, this course is grounded in compelling social and human issues of our times. In light of this, we will focus on the ongoing COVID-19 pandemic and the deeply rooted racial and other inequalities created and amplified by the crisis.

## **LEARNING GOALS**

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- Develop critical understanding of historical antecedents and guiding principles of community psychology in global contexts.
- Evaluate, analyze, and (re)define social problems from a community psychology perspective.
- Explain how intersections of race, gender, ethnicity, (dis)ability, sexual orientation, sexuality, socioeconomic class, religion, and other invidious social categorizations are implicated in systems of oppression, injustice, and privilege.
- Develop a broad understanding of the scope and nature of social change.
- Develop critical thinking capacities, i.e., examining the role and workings of power in social issues along with an understanding of how our social locations and experiences shape our understandings of social issues.
- Build a caring community of learners.

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<sup>1</sup> Adapted from <https://www.scra27.org/what-we-do/what-community-psychology/critical-community-psychology/>

## TEACHING PHILOSOPHY

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*“The academy is not paradise . . . the classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress.”* (Bell Hooks, 1994, p.207)

My teaching of this course is guided by a strong social justice orientation. I believe that students learn best when they engage with the topic under study and can relate it to their own lives. Consequently, I will create opportunities for you to bring in relevant experiences to class. Together, we will grapple with the challenges of creating a classroom space for teaching/learning social justice—a space that acknowledges the embodied and unequal power relations that exist in classrooms, which are in many ways, microcosms of power relations that define our social worlds. At times, this will require us to enter and critically engage difficult and discomfiting spaces, which require us to be courageous and compassionate at the same time.

Finally, I expect students to assume collective responsibility over the classroom experience, support each other while also holding themselves and others accountable. Therefore, success in this course entails mutual preparation, engagement, and participation. I am committed and available to support you, but you also have a responsibility to seek out what you need from me (and not assume that I always know).

## COURSE STRUCTURE/FORMAT

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- **Creating community:** Although this is a large survey course (48 students), we will create opportunities for building community and for your active participation. This will take place in your **small groups or “pods”<sup>2</sup>** that will be created at the beginning of the semester. **Each group/pod will consist of 8 students who will work together and support each other over the course of the semester.** This way, you will be part of a smaller, more engaged community of learners rather than a large class of 48 students. We will creatively use the **Discussion Board** feature of Blackboard to build community.
- **Lecture and Explanation of Concepts:** Most weeks, one of the classes (usually Tuesday) will be devoted to lectures and explanations of concepts. Prior to the class, you would have read the materials assigned for that week. In class, I will use powerpoint slides and other materials to review important concepts and provide examples to help understand those concepts.
- **Applied and Group Work:** Most weeks, one class (with some exceptions) will be about working in your groups/pods. During this time, you will engage in group discussions and activities, applied work, review key concepts, watch assigned videos, etc. The class will typically begin with me going over the instructions and structure for the day’s activities followed by pod sessions. During this time, Ireri Bernal (the TA for this course) and I will ‘drop into’ various pods to provide you with any support as needed. We will then reconvene as a

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<sup>2</sup> The “pod” structure/process as a way of building communities of care is inspired and informed by the Bay Area Transformative Justice Collective. We will talk more in class. <https://batjc.wordpress.com/pods-and-pod-mapping-worksheet/>

group and share what we have done. On some days, this kind of group work may be replaced by guest speakers.

\*\*\*Please note that we will strive to adopt some degree of flexibility and openness to allow for alternative readings, new speakers, topics, and/or modifications in assignments depending on shifting/emerging circumstances and needs.

## COURSE MATERIALS

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We will be using a multi-authored, open access textbook for this class:

Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). *Introduction to Community Psychology: Becoming an Agent of Change*. Retrieved from <https://press.rebus.community/introductiontocommunitypsychology/>

In addition, there will be other materials and articles assigned on specific weeks. Please review the course schedule carefully for reading assignments/materials for each week. **The required readings for each week will be posted on Blackboard. Note that schedule and readings may change** based on instructor discretion and students' expressed needs/interests. Mindful of the reality that we are living through a global pandemic, we also understand that we may need to revise or move around things as the situation unfolds and impacts us.

**In addition to required readings, a number of resources will be posted on Blackboard to support your learning. This includes various reading and learning strategies, note taking tools, writing supports etc. Please take advantage of those resources to help you do well on the course.**

Please remember to check Blackboard for up to date readings and/or any other course related announcements.

## TENTATIVE COURSE SCHEDULE

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Readings must be completed **prior to class**. All readings are uploaded on Blackboard.

**Critical Reading/Analysis:** As you read for class each week, please ask the following questions:

- How do the readings trouble/challenge/transform your understanding of your world?
- How do your experiences relate to what you are reading?
- How do the weekly readings speak to each other?

Week	Date	Topic/Readings
<b>PART I   WELCOME, ORIENTATION, BUILDING THE POD</b>		
1	Sept 2	<b>Welcome &amp; Introductions</b>
2	Sept 7	<b>What is a Community Psychology Approach?</b> READ Textbook Chapter 1: Introduction to the Field of Community Psychology
	Sept 9	<b>Small Group/Pod Orientation</b> <b>Pod activity 1:</b> Introduction to pods and pod members; Building community and setting group norms.

		Review syllabus before class. Come prepared with any questions/concerns/requests you might have. Refer to Blackboard to find your group/pod number prior to class. <b>Reflection Prompt #1 (due by 12:30pm)</b>
<b>PART II   THE FIELD OF COMMUNITY PSYCHOLOGY</b>		
<b>3</b>	Sept 14	<b>Community psychology through a global lens</b> <b>READ</b> Textbook Chapter 4: International Perspectives <b>Guest Speaker: Dr. James Ferreira Moura</b> , Professor of the Interdisciplinary Bachelor of Humanities at the University of International Integration of the Afro-Brazilian Lusophony (UNILAB) and of the Graduate Program in Psychology at the Federal University of Ceará (UFC), Brazil, and Visiting Fulbright Scholar of the Center for Human Rights and International Justice, Boston College.
	Sept 16	<b>Community psychology through a global lens con'td.</b> <b>Reflection Prompt #2 (due by 12:30pm)</b>
<b>4</b>	Sept 21	<b>Social problem definition</b> <b>READ</b> Caplan, N., & Nelson, S. D. (1973). On being useful: The nature and consequences of psychological research on social problems. <i>American Psychologist</i> , 28(3), 199–211.
	Sept 23	<b>Pod activity 2:</b> Problem definition application exercise <b>Reflection Prompt #3 (due by 12:30pm)</b>
<b>PART III   A COMMUNITY PSYCHOLOGY LENS: SOCIAL JUSTICE</b>		
<b>5</b>	Sept 28	<b>Power, Oppression, and Social Justice</b> <b>READ</b> Textbook Chapter 9: Oppression and power
	Sept 30	<b>Power, Oppression, and Social Justice con'td.</b> <b>Reflection Prompt #4 (due by 12:30pm)</b> <b>Pod activity 3:</b> Power, oppression and social justice application
<b>6</b>	Oct 5	<b>Review session</b>
	Oct 7	<b>Difference makers activity/Self-care session</b>
<b>PART IV   COMMUNITY PSYCHOLOGY THEORIES AND RESEARCH</b>		
<b>7</b>	Oct 12	<b>Midterm exam</b>
	Oct 14	<b>Theoretical Foundations in Community Psychology</b> <b>READ</b> Textbook Chapter 5: Theories <b>Note:</b> <b>Download</b> the accompanying word document from Blackboard when you download the reading. Use that to take notes as and after you read. It will be extremely helpful to both understand the theories and as a study aid for exams.
<b>8</b>	Oct 19	<b>Theoretical Foundations in Community Psychology con'td.</b> <b>READ</b> Textbook Chapter 5: Theories

	Oct 21	<b>Pod activity 4:</b> Theoretical foundations application <b>Reflection Prompt #5 (due by 12:30pm)</b>	
9	Oct 26	<b>Research Methodologies in Community Psychology</b> <b>READ</b> Textbook Chapter 6: Research Methods	
	Oct 28	Research methods cont'd. <b>Reflection Prompt #6 (due by 12:30pm)</b>	<b>Guest Speaker: Prof. James Ferreira Moura</b>
10	Nov 2	<b>Pod activity 5:</b> Research methods application	
	Nov 4	<b>Review examples prior to class: Link will be posted on Blackboard.</b> <b>Pod activity 6:</b> Application assignment preparation <b>Reflection Prompt #7 (due by 12:30pm)</b>	
<b>PART V   COMMUNITY PSYCHOLOGY IN PRACTICE: SOCIAL CHANGE</b>			
11	Nov 9	<b>Community Psychology Theory and Research for Social Change</b> <b>READ</b> Dutta, U. (2017). Creating inclusive identity narratives through participatory action research. <i>Journal of Community &amp; Applied Social Psychology</i> , 27(6), 476-488. <b>Note: Download the reading and notetaking template before you start reading.</b>	
	Nov 11	<b>No Class – University Holiday</b>	
12	Nov 16	<b>Community Psychology Theory and Research for Social Change con'td.</b> <b>READ</b> <a href="https://theshillongtimes.com/2015/11/11/resurgence-of-civil-society-not-afspa-is-the-remedy/">https://theshillongtimes.com/2015/11/11/resurgence-of-civil-society-not-afspa-is-the-remedy/</a> (this is a brief op-ed – an example of how the research you read about in last class was disseminated for larger social change) <b>Note: Download the reading and notetaking template before you start.</b>	
	Nov 18	<b>Pod activity 7:</b> Application assignment preparation <b>Reflection Prompt #8 (due by 12:30pm)</b>	
13	Nov 23	<b>Community organizing, partnerships and coalitions</b> <b>READ</b> Textbook Ch. 15: Community organizing, partnerships and coalitions	
	Nov 25	<b>No class – Thanksgiving holiday</b>	
14	Nov 30	<b>Review session for final exam</b>	
	Dec 2	<b>Showcasing/sharing/reflecting on Application Assignments</b> <b>Task:</b> Review your peers' application assignments posted on Padlet.com. <b>Reflection Prompt # 9 (due by 12:30pm)</b> <b>Pod activity 8:</b> Peer feedback	
15	Dec 7	<b>Showcasing/sharing/reflecting on Application Assignments</b> <b>Task:</b> Review your peers' application assignments posted on Padlet.com.	

## COURSE REQUIREMENTS

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**Note about Learning and Grades:** I understand the need to be flexible and to be responsive to shifting contingencies, circumstances, and needs during a global pandemic. If/when these requirements seem untenable given your personal circumstances, please do not hesitate to let me know. As a group we will revisit course requirements as and when needed. Please note that my focus in this class is on **learning** rather than on assessment. Course requirements, therefore, are designed to allow for maximizing your learning opportunities over the course of the semester.

**Attendance Policy:** Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic-related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible. Likewise, if I should need to miss class, I will communicate with you via email and Blackboard as soon as possible with clear instructions.

- Attendance per se will not be graded **but there are points for small group/pod participation**, so I strongly encourage you to join the class. Importantly, the small groups/pods have been created for you to support and reinforce each other's learning but also as a way of creating community in these challenging times.
- Please email me if you have to miss class – this is important for me to be aware of your circumstances that may impact your participation and performance in the class.

- 1. Course Participation (35%):** Please note that participation in this course is **NOT** assessed by how often or how much one speaks, **nor** is it assessed separately in each class. Rather, it is a **holistic or overall assessment (across the semester)** and will take different forms such as: *submitting responses to reflection prompts, showing up in small group/pod activities; engaging meaningfully with instructor and peers (through chats or voice), building a caring learning community with your group/pod members (through mutual care and respect, supporting each other's' learning, sharing resources, openness and willingness to learn and be challenged), and reflecting on your own participation throughout the class.*

**Participation will be assessed across the semester** and will include **your input** as well.

Grading will be based on:

- i. In-class small group/pod activities (5 x 3 = 15pts):** You will receive **3 points** for every in-class pod activity that you are present and participate in. There are **8 pod activities**. You must complete **at least 5 of these**. However, you are encouraged to attend as many as you can as these activities will help you learn your material better and also



help you prepare for the exams. You will receive worksheets during each class containing instructions for the day's pod activity and for you to note down any responses. **Each group must submit their worksheets to Ileri at the end of class.**

- ***Make-up/absence:*** If you miss a pod activity, it is your responsibility to follow up with pod members to see what you missed. All of you will also have access to a google document containing each week's worksheet. You may also complete the missed work based on the instructions and submit it separately as a word document to **Ileri Bernal (TA)** at [Ileri\\_Bernal@student.uml.edu](mailto:Ileri_Bernal@student.uml.edu). You must submit this **no later than one week** after the missed activity.
- ***Grading:*** We will upload pod activity grades on Blackboard at the end of each month. For example, all the pod activity grades for September will be available in early October.

ii. **Response to Reflection Prompts (5 x 2 = 10pts):** You will receive 2 points for every completed response that you submit for weekly reflection prompts. The responses are always **due by 12:30pm on Thursdays**. The goal of the reflection prompts is three-fold: 1) to help you understand/reinforce/apply what you are learning, 2) give us a sense of gaps and difficulties in understanding of concepts that we can address in class, and 3) prepare for pod activities. There are **10 reflection prompts** over the semester; although you must complete **at least 5** of these, it is strongly recommended you try to complete most of those as they will help you do well in the course.

- ***Make-up/late work:*** There is a grace period for submission beyond the deadline of 12:30pm. The submission portal will be open till 11:59pm on the Thursday it is due. No submissions will be accepted beyond that. *Given that there is a lot of flexibility in this assignment (minimum of 5/10 prompts), no additional allowances will be made. Please contact me if you have extenuating circumstances.*
- ***Grading and feedback:*** You will receive 2 pts for each submission. In general, you will receive the 2 pts for effort; however, points may be deducted for insufficient length/content, for not responding to the actual question, or using victim-blaming/derogatory language.

**Please note that I will not provide individual feedback for this assignment. Rather, from time to time, I will provide overall feedback/recommendations for the entire class. In my experience, this is more effective because everyone benefits from the feedback.**

iii. **Your reflections on your own participation (10 pts):** A brief write-up (no more than 1 page double-spaced) describing the ways in which you participated, what the challenges were, what you learned about participation from this process; how did you function as a group? Were there lessons you took from your peers or groups members, and what you would do differently if you had the chance to do this again. This is worth 10 pts and is due by **11:59pm on Dec 9** (last day of class). **No late submissions will be accepted beyond 11:59pm on Dec 12.** The grading will be as follows:

- No submission: 0 pts

- Submission that provides **little to no detail** (e.g., *I participated actively in class and supported my group members.*): 1-5 pts
- Submission that is **descriptive** (e.g., *I participated actively in class and supported my group members. My role in the group was to lead the discussion and take notes. We worked well as a group – we divided up the work amongst ourselves and had different roles....*): 6-8 pts
- Submission that is detailed, **descriptive AND includes reflections** (e.g., *I participated actively in class and supported my group members. My role in the group was to lead the discussion and take notes. We worked well as a group – we divided up the work amongst ourselves and had different roles....Over the course of this experience, I have learned that I am a good facilitator. However, I found that I get distracted easily and need to figure out ways to be more focused....From my group member X, I learned a new skill....*): 9-10 pts

**2. Exams (40%):** There will be **two exams**: a mid-term and a final exam (each worth 20% of the course grade). The exams will consist of multiple-choice questions. The focus of the assignment is on learning and comprehension rather than rote memory. The mid-term exam will be in class while the final exam will be online. The exams will be timed—but you can refer to your notes if needed. We will use class time to review course materials and go over the structure and format of the online exams. You will also receive **study guides/outlines** to help you.

**3. Application Assignment (25%):** This assignment involves applying core concepts, principles, theories, and research we have covered in this class to issues that are important to you, your community, neighborhoods, etc. This may take the form of presentations, videos, creative pieces, handouts, etc. **A detailed handout will be provided later in the semester.** We will spend time in class later to go over the assignment in more details. A couple of pod activities and reflection prompts will also be devoted to help you work/make progress on this assignment (see course schedule).

- **Submission:** Please upload your submission on Blackboard and Padlet.com (instructions on attached document) **any day between Nov 23 and Dec 2 (no later than 11:59pm on Dec 2)**. Please contact me if you have extenuating circumstances that you prevent you from completing the assignment.

**Optional Extra Credit Opportunities:** You may have the opportunity of earning extra credit points (added to your total grade) by completing various assignments (e.g., listening and responding to a podcast, attending a webinar and submitting a write-up, etc.). I will post these opportunities as they arise over the course of the semester.

**NOTE:**

- Please pay careful attention to **Blackboard notifications** about extra credit opportunities as some may require advance registration.

- The extra credit opportunities are optional and should not be considered as a substitute for regular assignments. Please do not email me for alternatives or accommodations for extra credit assignments.

**Grading:** Grading will follow the 100% scale. (Standard math rounding applies: 88.5=89, 88.4=88 without exceptions). It is your responsibility to keep track of your scores in Blackboard. **Please check Blackboard often and do not wait until the end of the semester to approach me regarding grading questions.**

Letter Grade			
A	93 - 100	C+	77 - 79
A-	90 - 92	C	73 - 76
B+	87 - 89	C-	70 - 72
B	83 - 86	D+	67 - 69
B-	80 - 82	D	60 - 66
		F	0 - 59

## COURSE AND CAMPUS POLICIES

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### University Privacy Policy

UMass Lowell recognizes the importance of mutual trust between students and faculty. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

### Classroom Environment

It is essential that our classroom be a place where people are encouraged to express their ideas in meaningful and thoughtful ways.

- I expect all of my students to be respectful of the varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me.
- Disrespect, discrimination, or disruption on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, social class, religion, nationality, are not acceptable behaviors in the classroom. Furthermore, they are inconsistent with the values of principles of community psychology—the focus of this class.
- While it is important for you to participate in class discussions, it is imperative that you do so in a way that is not disrespectful to others.

### Communication Policy

E-mail is a great way to get in touch with me regarding any questions you have about the class. Please email me only at [urmitapa\\_dutta@uml.edu](mailto:urmitapa_dutta@uml.edu) (Note underscore between first and last name). **Do not** email me through Blackboard. Please allow enough time for me to receive and respond to your e-mail. I will do my best to respond within **1-2 business days**. I expect the same from you.

If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail. Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you meet with me during office hours.

**Before sending me an e-mail, please ask yourself:** Can I answer this question myself (e.g., information is available on syllabus or Blackboard). Important emails regarding the course will be sent to your UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. **I will only send emails to UML accounts.**

- ✓ First review the syllabus to see if it has the answer to your query.
- ✓ Always mention the course number (PSYC 2550) in the subject line.
- ✓ Do NOT send emails without a subject/salutation.
- ✓ Whenever you upload assignments on Blackboard or email me assignments, name the file using this system: [Assignment name\_your first name\_last name]

## Policy on Late Work & Missed Exams

Please check the assignments section for specific late policies. As a general rule, it is your responsibility to keep me informed regarding anything that may interfere with your performance in the course including meeting deadlines for assignments. I am happy to trouble shoot or brainstorm options with you so please do not wait until the last minute. We will review the late submission policies for some of the assignments as a class and come up with a collective decision regarding penalties, which will be adhered to for the rest of the semester.

## Incomplete Grade

If, because of unusual circumstances, a student is unable to meet all the requirements of the course by the end of a semester, the grade of Incomplete (INC) may be given. **Responsibility for making arrangements with an instructor to complete all outstanding coursework rests entirely with the student**, who must complete all outstanding coursework by the date listed on the Graduate Academic Calendar ([www.uml.edu/Registrar/Calendars/default.aspx](http://www.uml.edu/Registrar/Calendars/default.aspx)). Under no circumstances will a student be allowed to graduate with incomplete(s) on their transcript.

If the student does not complete the missing work by the specified date and no grade change form is submitted by the instructor, the student's grade will automatically change to a grade of "F" and be computed into the GPA. Any missed final examination or other final course evaluation requires a student explanation **within 48 hours** so the instructor can file the proper course notation with the Student Records Office.

## Academic Integrity

This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. You are welcome to work with tutors to help you to understand concepts and to develop plans for completing assignments, and who may look over work that you have done and give you feedback, **but who may not** do any of the actual work you submit. Please do not hesitate to touch base with me if you have questions or concerns about what constitutes plagiarism.

**All assignments are individual assignments unless explicitly stated otherwise.** Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is: <https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx>

## CAMPUS RESOURCES

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### **Tutoring Resources and Centers for Learning and Academic Support Services (CLASS)**

CLASS will be offering tutoring and Writing Center services virtually this fall. [Online searchable tutoring schedules](#) are available that include resources on all campuses.

### **Student Mental Health and Well-being**

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact [Counseling Services](#) who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class. For additional information on the **Wellness Center**, visit: <https://www.uml.edu/student-services/wellness-center/>.

### **UMASS Lowell Navigators' Food Pantry**

Please visit the food pantry located in University Crossing, room 104 if you need assistance securing food; we are open Monday-Friday from 3pm-7pm. All you need is your student ID to access the food pantry; there is no charge for food, toiletries, or other resources we offer. For additional information visit: <https://www.uml.edu/student-services/additional-resources/navigators-food-pantry.aspx>.

### **Disability Services**

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the [Student Disability Services webpage](#) for further information. Additionally, Student Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: [IT Software page](#)

### **Veterans' Services**

For complete information on the services and resources available please visit our website at: <https://www.uml.edu/student-services/Veterans/>

### **UMASS Lowell Police Department**

The UMass Lowell Police Department is a full-service police department that operates 24 hours a day, 365 days a year. Please dial 978-934-4911 in case of emergency; for non-emergencies dial 978-934-2398. The UMLPD is located in the "B" Building of University Crossing on the 1<sup>st</sup> floor.