



**Note:** This course is specifically designed the full capacity of online education because of COVID 19 virus-related global pandemic. If you need more information about it, click [HERE](https://rb.gy/l5oddb) [\(https://rb.gy/l5oddb\)](https://rb.gy/l5oddb) to get various resources, provided by Abdullah Gul University.

**Please wear a mask, wash your hands, and keep physical distancing. Your safety is public safety, stay safe!**

*"Nothing in life is to be feared; it is only to be understood. Now is the time to understand more, so that we may fear less."*

*Marie Curie (~1975)*

## MODULE DESCRIPTION AND GOALS

If you need an appointment from Dr Çoymak for your module, please [click HERE](#)  [\(https://calendly.com/ahmetcoymak/global-201-07-student-appointment\)](https://calendly.com/ahmetcoymak/global-201-07-student-appointment) to get an appointment and zoom link.

In this module of the [Global Problems 201 Food and Health](https://docs.google.com/document/d/14HZkKxvjYh10_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing) [\(https://docs.google.com/document/d/14HZkKxvjYh10\\_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing\)](https://docs.google.com/document/d/14HZkKxvjYh10_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing), we will review and discuss current literature in social and political psychology related to food and health emergencies in an important applied domain such as current global COVID 19 virus pandemic. We will focus on understanding how a global health threat impacts peoples' behaviours on various levels such as individual, group, national as well as across nation levels. We will also examine the consequences of these impacts on wide variety behaviours and thoughts of people such as rapid changing in lifestyle and eating habits, economic behaviours, social exclusion, attitudes towards minorities, discrimination, conspiracy beliefs, and social media. We will explore what effective strategies may lead to overcoming these pandemic related problems.

At the end of this module, students should be able to do the following,

- Explain the causes and consequences of change in food and health behaviours in a health emergency.
- Describe research-based pathways to solution for an epidemic and related psychological problems.
- Evaluate empirical research on the psychological process relevant to emotion, thoughts, and behaviours in a global health pandemic
- Synthesis critical issues from research on food behaviour and/or pandemic.
- Propose a study to address an unanswered question regarding the psychological process that is relevant to the health-related behaviours in the context of COVID19 global pandemic.

This course also aims to mediate some of the essential soft skills of the students such as being a team member, functioning as an individual within a collective work environment, management group productivity, time management, and leadership. Therefore, a student should be able to achieve the above learning competence within a group. Hence, students will be evaluated as both individually and group regarding the learning competence of this module, the details explained below.

## COURSE INSTRUCTOR

The module instructor will be Ahmet Çoymak, who is a social and political psychologist. He started his research on psychology by MSc program at Middle East Technical University (METU) in Ankara, Turkey in 2009. He received his PhD in political psychology at Queen's University Belfast, UK in 2015 by studying the complex nature of multiple social identities in post-conflict Northern Ireland. Following his PhD, he moved to the US for joining the Psychology Department at the University of Connecticut. Before joining Abdullah Gul University 2020 as a founder member of the Psychology Department, Çoymak worked at Barnard College of Columbia University for two years in a full faculty position as WEISS International Fellow in the Psychology Department. His primary research interests are in political psychology, including but not limited to the content of the social self, inter-group relationships, civic engagement, political trust, stereotypes and prejudice.

## COURSE FORMAT

This course is designed as a compulsory course of Abdullah Gul University, allowing participants to explore interesting topics on food and health from a multidisciplinary perspective ([click for the Syllabus of GLB.201 course](https://docs.google.com/document/d/14HZkKxvjYh10_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing) [\(https://docs.google.com/document/d/14HZkKxvjYh10\\_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing\)](https://docs.google.com/document/d/14HZkKxvjYh10_ewQDSco5LYJlxXrFM0E5VOWqg8wb6U/edit?usp=sharing)). As a part of the course, this module has been designed to cover the main theories of psychology. The module is encouraging participants to involve discussions, demonstrations, and some applications in and out of the class time instead of a straightforward classical lecture format. Each week you will be joining the general meeting for an hour to get a lecture from various disciplines, then come back to your own module for the last two hours. Please find Zoom ID and password for each Lecture hour at the course schedule section.

In this module, you have been expected to analyse scientifically humans' broad variety behaviours related a health emergency by social and political psychology perspective. However, you have also been expected to develop some important career skills such as being a team member, functioning as an individual within a collective work environment, management group productivity, time management, and leadership. In this module, therefore, you will be randomly grouped (since we all should value to the diversity of each group[ref ethical debate in below], manual manipulation by me would be possible) and will follow below requirements as both a group member and individual.

You will work in teams throughout the semester. You will decide your group name, then following the "COURSEWORK" items as you named group. To illustrate the format yet, the smallest five student teams are called Base Teams (BATs). The BATs will sit together in the virtual classroom and discuss tasks together. Five BATs comprise Case Teams (CATs), the larger group for discussions. Most of the time, the progression of discussions will be in the following order. First, an issue will be discussed in the BATs, the BATs outcomes will be unified in the CAT, and a different CAT representative (e.g., Module Instructor) for the corresponding week will make a presentation to the COW. COW is Committee of the Whole and represents the whole classroom.

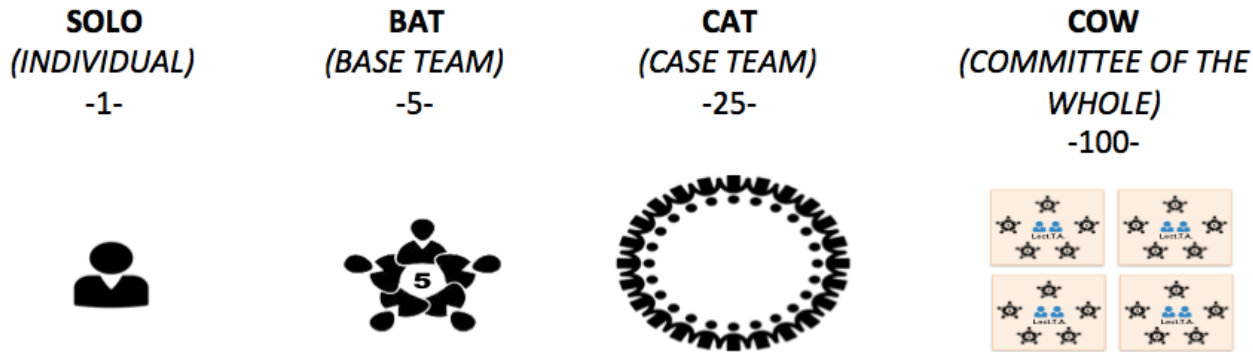
Each CAT will have a Teaching Assistant (TA) assigned to them. They will be helping both the CATs and the BATs throughout the semester. To access more resources regarding group work and soft skills, please follow news and events, provided by the [Öğrenme ve Öğretim Merkezi](http://celt.agu.edu.tr/). (<http://celt.agu.edu.tr/>)

**What is a COW?** COW is Commons of the Whole, where all class discussions will take place

**What is a BAT?** BATs are base teams consisted of five students.

**What is a CAT?** CATs are case teams that are consisted of five BATs.

Example:



## Module Requirements (within the CAT and BAT)

**Discussion Questions:** All students will read a set of papers (listed in the syllabus and posted on CourseWorks on the "Modules" page) prior to each class meeting. For each of the readings, each student will submit a set of discussion questions to their Discussion Board of BAT on CourseWorks no later than 5 p.m. on Thursday preceding the class meeting. This will allow the discussion leaders time to organize their plans for the discussion after taking into account the questions and issues raised by other groups. Appropriate questions include but are not limited to those that address critical aspects of the research methods or theoretical perspective, those that relate different readings to each other (either reading from the same week or from a prior week), and those that address the implications of the findings.

### Discussion Leadership:

Each BAT's leader of the week should be responsible to organize discussions questions of their team and send to CAT's discussion leaders of the week (the first-week all BAT's leaders are discussion leader of the CAT). Each week there will be one or two BAT's leader will also be a discussion leader for the CAT. The rest of BAT's discussion leader should send the discussion of their group to those leaders no more than 6 p.m. on Thursday preceding the class meeting.

During the first week of the course, each person within their group will sign up to be a co-leader for one or two module meetings. BAT's leaders will be responsible for planning the discussion of each week's set of readings. With the help of the other group members' discussion questions, BAT's leaders must identify the core issues and organize them into a logical sequence of topics for group discussion and debate. Discussion leaders do not need to explain the readings or review the important points of each paper; you should assume your groupmates have read the papers. Instead, BAT's discussion leaders should provide some initial framework for discussing the topic and should guide discussion from that point forward. The within-group discussion should balance broad theoretical concerns with the analysis of specific experiments. The final period of each discussion should focus on identifying issues for future research, including brainstorming about possible studies that could be done to address these issues.

As instructors, I and the course TA will also ask questions, provide an appropriate context for the readings, and help facilitate discussion when appropriate. The above process, then, will take place as CAT's leader discussion on the last hour of the module each week.

CAT's discussion leaders should email me a 1-page outline of the discussion format (e.g., the sequence of the questions, how it goes to, what concern would be raised etc) and questions for the day prior to class.

Please note that the first week all BAT's discussion leaders would be also CAT's leaders.

**Participation:** Everyone is expected to attend every class and be prepared to contribute to the group discussion. If you must miss a class for a required and unavoidable absence, you must speak with Prof. Çoymak in advance. I will provide three participation grades throughout the semester (one after October 16, one after November 6, and one after December 25). As a group, we will draft a set of guidelines regarding discussions and classroom etiquette on the first day of the course. In these guidelines, we will address questions such as the following: What is the goal of discussion in this course? What do we expect of each other in terms of preparation for each class session? How can we make our class a safe space to talk about sensitive topics or to voice confusion? What makes a respectful listener? How can we effectively disagree with each other? What policies would we like to have regarding potential classroom distractions (being late, eating food during Zoom session, keep opening the mic and closing the video on Zoom, etc.)? These guidelines will be distributed after class and will function as a "contract" regarding class discussions throughout the semester.

**Classroom Presentation and Final Paper:** The final project in this course will be a research proposal, in which you propose a study to improve our knowledge of any aspect of food and health behaviour in the context of COVID-19 pandemic. You may choose a topic that is closely related to the readings in this course or one that we have not covered but is of interest to you. Your class presentation should be approximately ten minutes long. The final paper should be 15 to 20 pages long and written according to the guidelines in the APA Publication Manual,

Please make a note of the following dates regarding this project:

1. A one-page, single-spaced description of your BAT's proposal is due by 5 p.m. on December 4 (graded as pass/fail and will count for 5% of final paper grade).
2. A list of six articles or chapters that will be background reading for your BAT's project is due by 5 p.m. on December 18 (graded as pass/fail and will count for 5% of final paper grade).  
Once approved by me, you will read these articles/chapters for class on January 8 and discuss them with other Bats and classmates who have similar research topics.
3. A two-page, single-spaced description of your Bath's proposal is due by 5 p.m. on January 4 (graded as pass/fail and will count for 5% of final paper grade).
4. Your BAT's research presentation will occur in class on January 15.
5. Your BAT's final paper is due by 5 p.m. on January 20.

## Requirement Weights

It is essential that participants should acknowledge **GRADES ARE NOT GIVEN, BUT EARNED**. Each of the participants will be earned their grade by her or his performance on the various learning assessments in the course. Catalogue system will be applied, and each participant will be evaluated individually (not curved). You are also be evaluated individually within the group. No grade changes will be made to your final grade at the end of the semester (calculation errors exemption). If you need a specific achievement for your goal, please discuss with me at the beginning of the semester so that I can help you to develop an effective strategy for reaching your aimed grade. Requirement weights are as following:

Course Quizzes (As a member of COW)	20%
Participation (Individually)	10%
Discussion Questions (As a member of BAT)	15%
Discussion Leadership (Individually)	15%
Classroom Presentation (As a member of BAT)	15%
Final Paper (As a member of BAT)	25%

Numeric scores will be rounded up or down to the nearest whole number. Below are the numeric cutoffs for letter grades.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
90	87	83	80	77	73	70	64	56	50	<50

## COURSE SCHEDULE

Date	Topic	Final Project Assignments
<b>October 9</b>	Introduction; What Is Social Psychology of Food & Health in the Context of Global COVID19 Pandemic?	
<b>October 16</b>	Social Identity Perspective On COVID-19	
<b>October 23</b>	Political Partisanship and COVID-19 Preventive Behaviours	
<b>October 30</b>	COVID-19 Related Misinformation on Social Media and Conspiracy Believe	
<b>November 6</b>	Stigma and COVID-19 Responses	
<b>November 13</b>	Being Minority during COVID19 pandemic	

<b>November 20</b>	NO CLASS – FALL BREAK	
<b>November 27</b>	COVID-19 Related Social Exclusion and Discrimination	
<b>December 4</b>	No-Lecture Week: Module debates on Why these issues are a matter for non-psychological sciences and engineerings	A one-page description of the proposal due
<b>December 11</b>	Eating Disorders and the Psychology of Home Confinement	
<b>December 18</b>	Threat Perception and Food Consumption	List of readings due
<b>December 25</b>	Coping Responses towards COVID19 Pandemic	
<b>January 1</b>	NO CLASS – NEW YEAR HOLIDAY (Makeup at 9th of January, look for an announcement).	A two-page description of the proposal due on January 4
<b>January 8</b>	Small-Group Discussions on Final Projects	
<b>January 15</b>	Class Presentations	Final paper due on January 20

### First Hour Lecture for All Modules

<b>Lecture Date</b>	<b>Name of Professors</b>	<b>Title of the 1-hour Lecture</b>	<b>Zoom Information</b>
<b>October 16</b>	Dr Murat İNAN	Some Structural Determinants of Food and Health	Zoom Meeting ID: 958 1794 2320 Zoom Passcode: 761081
<b>October 23</b>	Dr Erhan MUĞALOĞLU	Economics of Food Consumption and Health	Zoom Meeting ID: 978 2866 8587 Zoom Passcode: 522781
<b>October 30</b>	Dr Kevser KAHRAMAN	Global Food Security & Feeding the Planet Sustainability	Zoom Meeting ID: 914 6911 3227 Zoom Passcode: zK23rE
<b>November 6</b>	Dr Aysun CEBECİ AYDIN	Nutrition and Health	Zoom Meeting ID: 917 1467 5469 Zoom Passcode: 7VRHgn
<b>November 13</b>	Dr Zeliha SORAN ERDEM	Cellular Agriculture: Revolutionary technology in food production	Zoom Meeting ID: 938 2533 7633 Zoom Passcode: 122017
<b>November 27</b>	Invited Professor		look for the announcement
<b>December 4</b>	Ms Zeynep Tuğçe ÇİFTÇİBAŞI GÜÇ	What are SDG's and Dive Into SDG 2&3 - A Global Commitment to Tackle Undernutrition and Hunger - Social Innovation & Inclusion of Sustainable Development Goals	Zoom Meeting ID: 958 1794 2320 Zoom Passcode: 761081
<b>December 11</b>	Dr Ahmet Çoymak	Social Psychology of Food and Health Behaviours in the Context of COVID19 Global Pandemic	Zoom Meeting for all modules (December 11-13:00-14:00) ID: 95778250999 Zoom Passcode: 545467
<b>December 18</b>	Invited Professor		look for the announcement
<b>December 25</b>	Dr Özkan FİDAN	A global problem: Antimicrobial resistance	Zoom Meeting ID: 930 2687 5785 Zoom Passcode: 417509
<b>January 8</b>	Dr Fatih ORTAKÇI	Role of probiotics to combat viral infections	Zoom Meeting ID: 923 7910 8288

## COURSE POLICIES

**Announcement:** I may make changes and additions to this syllabus. I will announce these changes in class and/or via CourseWorks.

**Principles of Academic Ethic:** Each participant in this course is expected to abide by [Abdullah Gul University ethic rules and principles \(click for the details\)](#). <https://goo.gl/FjLhzH>. Laws and principles are compulsory for each participant of the course without exemption. Examples of academic dishonesty include but are not limited to plagiarising (copying someone else's work or ideas and misrepresenting them as one's own), falsification (making up fictitious information and presenting it as real or altering records for the purpose of misrepresentation), and facilitation (helping another student to cheat, plagiarise, or falsify).

Besides, it is also important having a conscience for universal ethical principles that applied to all culture, philosophies, faiths and professions. Of course, there are not certain rules and regulations for universal ethic principles, but involve a debate for a framework of universal principles of ethics provides to participants an active conscience, enhance personality, moral decision-making that is a central aim of the psychological theories. Therefore, it is also strongly suggested to each participant for looking at Marian Hillar's Universal Declaration of Global Ethics and Larry Colero's An Ethics Framework (linked below).

Hillar, M. (1995). [Is a Universal Ethics Possible? A Humanist Proposition](#) . <http://www.socinian.org/files/UniversalEthics.pdf> . *The Philosophy of Humanism and the Issues of Today*, 127-148.

Colero, L. (2005). [A Framework for Universal Principles of Ethics](#) . <http://www.ethics.ubc.ca/papers/invited/colero.html> . Crossroads Programs Inc.

**Academic Accommodations:** If you are a student with a documented disability and require academic accommodations, you must visit me for assistance. Accommodations are not retroactive, so it is best to register before the beginning of class, no later than 2nd-week class.

**Student Hours:** Student hours are listed at the top of the syllabus. During these times, I am available to discuss questions regarding this course, and I am also available to discuss other topics in psychology, your education more broadly, and career development. These hours are for you – please do not worry that you are interrupting us or our work by coming to me. If you need an appointment for the student hours, please [click HERE](#) . <https://calendly.com/ahmetcoymak/global-201-07-student-appointment> to get an appointment and zoom link for your appointment.

**Student Hours for TA:** On Tuesdays between 10 am-12 pm. [ugur.dogan@agu.edu.tr](mailto:ugur.dogan@agu.edu.tr)

## OTHER RESOURCES

**Wellness:** University can be a stressful time, and supporting your own health and well-being will help you get the most out of your college experience. I would like to acknowledge that ongoing COVID19 pandemic and online education may exacerbate your stress. I urge you to take care of yourself – get enough sleep, eat healthy, exercise, and spend time with friends. Abdullah Gul University has several resources that can help you in different areas of your life, and I encourage you to take advantage of them at any point during the semester (for example, Psychological Counselling and Development Center, Office of the Dean of Students).

## COURSE READINGS

**IMPORTANT NOTE:** Each week reading list includes some short pieces or full article. The reading speed changes among students, yet each week reading would take no more than 30-60 minutes.

### October 9: What Is Social Psychology of Food & Health in the Context of Global COVID19 Pandemic?

- Stroebe, W. (2011). Determinants of health behaviour: Deliberate and automatic instigation of action,

[chapter 2], *Book Title: Social psychology and health*. McGraw-Hill Education (UK)

- Lindeman, M., Keskivaara, P., & Roschier, M. (2000). Assessment of magical beliefs about food and health. *Journal of Health Psychology*, 5(2), 195-209.

### Part I: Social & Political Life During a Health Emergency

### October 16: Social Identity Perspective on COVID-19

- Van Bavel, J. J., Baicker, K., Boggio, P. S., Capraro, V., Cichocka, A., Cikara, M., ... & Drury, J. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12.
- Cruwys, T., Stevens, M., & Greenaway, K. H. (2020). A social identity perspective on COVID-19: Health risk is affected by shared group membership. *British Journal of Social Psychology*.
- Templeton, A., Guven, S. T., Hoerst, C., Vestergren, S., Davidson, L., Ballentyne, S., ... & Choudhury, S. (2020). Inequalities and identity processes in crises: Recommendations for facilitating safe response to the COVID-19 pandemic. *British Journal of Social Psychology*, 59(3), 674-685.

### October 23: Political Partisanship and COVID-19 Preventive Behaviours

- Clinton, J., Cohen, J., Lapinski, J. S., & Trussler, M. (2020). Partisan pandemic: How partisanship and public health concerns affect individuals' social distancing during COVID-19. Available at SSRN 3633934.
- Green, J., Edgerton, J., Naftel, D., Shoub, K., & Cranmer, S. J. (2020). Elusive consensus: Polarization in elite communication on the COVID-19 pandemic. *Science advances*, 6(28), eabc2717.
- Merkley, E., Bridgman, A., Loewen, P. J., Owen, T., Ruths, D., & Zhilin, O. (2020). A Rare Moment of Cross-Partisan Consensus: Elite and Public Response to the COVID-19 Pandemic in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 1-8.

### Part II: Vulnerability, Media & Beliefs

### October 30: Misinformation on Social Media and Conspiracy Believe

- Allington, D., Duffy, B., Wessely, S., Dhavan, N., & Rubin, J. (2020). Health-protective behaviour, social media usage and conspiracy belief during the COVID-19 public health emergency. *Psychological medicine*, 1-7.
- Pennycook, G., McPhetres, J., Zhang, Y., Lu, J. G., & Rand, D. G. (2020). Fighting COVID-19 misinformation on social media: Experimental evidence for a scalable accuracy-nudge intervention. *Psychological science*, 31(7), 770-780.
- Jaiswal, J., LoSchiavo, C., & Perlman, D. C. (2020). Disinformation, Misinformation and Inequality-Driven Mistrust in the Time of COVID-19: Lessons Unlearned from AIDS Denialism. *AIDS and Behavior*, 1.

### November 6: Stigma and COVID-19 Responses

- Sotgiu, G., Carta, G., Suelzu, L., Carta, D., & Migliori, G. B. (2020). How to demystify COVID-19 and reduce social stigma. *Int J Tuberc Lung Dis*, 24(6), 640-642.
- Bhattacharya, P., Banerjee, D., & Rao, T. S. (2020). The "Untold" Side of COVID-19: Social Stigma and Its Consequences in India. *Indian Journal of Psychological Medicine*, 42(4), 382-386.
- Mahmud, A., & Islam, M. R. (2020). Social Stigma as a Barrier to Covid-19 Responses to Community Well-Being in Bangladesh. *International Journal of Community Well-Being*, 1-7.

### Part III: Exclusion, Discrimination & Minorities

### November 27: COVID-19 Related Social Exclusion and Discrimination

- He, J., He, L., Zhou, W., Nie, X., & He, M. (2020). Discrimination and Social Exclusion in the Outbreak of COVID-19. *International Journal of Environmental Research and Public Health*, 17(8), 2933.
- de Castro-Hamoy, L., & de Castro, L. D. (2020). Age Matters but it should not be Used to Discriminate Against the Elderly in Allocating Scarce Resources in the Context of COVID-19. *Asian Bioethics Review*, 12(3), 331-340.
- Kim, S. J., & Bostwick, W. (2020). Social Vulnerability and Racial Inequality in COVID-19 Deaths in Chicago. *Health education & behavior*, 47(4).

### December 11: Being a Minority Member during COVID-19 Pandemic

- Gibb, J. K., DuBois, L. Z., Williams, S., McKerracher, L., Juster, R. P., & Fields, J. (2020). Sexual and gender minority health vulnerabilities during the COVID-19 health crisis. *American Journal of Human Biology*, e23499.
- Greenaway, C., Hargreaves, S., Barkati, S., Coyle, C. M., Gobbi, F., Veizis, A., & Douglas, P. (2020). COVID-19: Exposing and addressing health disparities among ethnic minorities and migrants. *Journal of Travel Medicine*.
- El-Khatib, Z., Jacobs, G. B., Ikomey, G. M., & Neogi, U. (2020). The disproportionate effect of COVID-19 mortality on ethnic minorities: Genetics or health inequalities?. *EClinicalMedicine*, 23.
- Gray, D. M., Anyane-Yeboah, A., Balzora, S., Issaka, R. B., & May, F. P. (2020). COVID-19 and the other pandemic: populations made vulnerable by systemic inequity. *Nature Reviews Gastroenterology & Hepatology*, 17(9), 520-522

### Part IV: Life Style & Coping with COVID19 Pandemic

### December 18: Threat Perception and Food Consumption

- Ruiz-Roso, M. B., de Carvalho Padilha, P., Matilla-Escalante, D. C., Brun, P., Ulloa, N., Acevedo-Correa, D., ... & Carrasco-Marín, F. (2020). Changes of physical activity and ultra-processed food consumption in adolescents from different countries during Covid-19 pandemic: An observational study. *Nutrients*, 12(8), 2289.
- Di Renzo, L., Gualtieri, P., Cinelli, G., Bigioni, G., Soldati, L., Attinà, A., ... & Ferraro, S. (2020). Psychological aspects and eating habits during COVID-19 home confinement: Results of EHLIC-COVID-19 Italian Online Survey. *Nutrients*, 12(7), 2152.
- Principato, L., Secondi, L., Cicatiello, C., & Mattia, G. (2020). Caring more about food: the unexpected positive effect of the Covid-19 lockdown on household food management and waste. *Socio-Economic Planning Sciences*, 100953.

### December 25: Coping Responses towards COVID19 Pandemic

- Chew, Q. H., Wei, K. C., Vasoo, S., Chua, H. C., & Sim, K. (2020). Narrative synthesis of psychological and coping responses towards emerging infectious disease outbreaks in the general population: practical considerations for the COVID-19 pandemic. *Tropical Journal of Pharmaceutical Research*, 61(7).
- Rettie, H., & Daniels, J. (2020). Coping and tolerance of uncertainty: Predictors and mediators of mental health during the COVID-19 pandemic. *American Psychologist*.
- Van Bavel, J. J., Baicker, K., Boggio, P. S., Capraro, V., Cichocka, A., Cikara, M., ... & Drury, J. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12

Date	Details	
Fri Oct 9, 2020	<a href="https://canvas.agu.edu.tr/calendar?event_id=1902&amp;include_contexts=course_3893">Beginning of the class Introduction (https://canvas.agu.edu.tr/calendar?event_id=1902&amp;include_contexts=course_3893)</a>	1pm to 4pm
Thu Oct 15, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12914">Social Identity Perspective on COVID-19 (https://canvas.agu.edu.tr/courses/3893/assignments/12914)</a>	due by 5pm
Fri Oct 16, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12916">Participation 1 (https://canvas.agu.edu.tr/courses/3893/assignments/12916)</a>	due by 11:59pm
Thu Oct 22, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/13294">Week 3 discussion (October 23): Political partisanship and COVID19 preventive behaviours (https://canvas.agu.edu.tr/courses/3893/assignments/13294)</a>	due by 5pm
Fri Oct 23, 2020	<a href="https://canvas.agu.edu.tr/appointment_groups/31">GLB201.07 Discussion Leadership (https://canvas.agu.edu.tr/appointment_groups/31)</a>	3:10pm to Dec 25 at 4pm

Date	Details	
Fri Nov 6, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12917">Participation 2 (https://canvas.agu.edu.tr/courses/3893/assignments/12917)</a>	due by 11:59pm
Fri Dec 4, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12879">A one-page, single-spaced description of your group proposal (https://canvas.agu.edu.tr/courses/3893/assignments/12879)</a>	due by 5pm
Fri Dec 18, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12883">A list of six articles or chapters (https://canvas.agu.edu.tr/courses/3893/assignments/12883)</a>	due by 5pm
Fri Dec 25, 2020	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12912">Discussion Leadership (https://canvas.agu.edu.tr/courses/3893/assignments/12912)</a>	due by 11:59pm
	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12918">Participation 3 (https://canvas.agu.edu.tr/courses/3893/assignments/12918)</a>	due by 11:59pm
Mon Jan 4, 2021	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12891">A two-page, single-spaced description of your proposal (https://canvas.agu.edu.tr/courses/3893/assignments/12891)</a>	due by 5pm
Thu Jan 14, 2021	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12911">10 Minute Classroom Presentation (https://canvas.agu.edu.tr/courses/3893/assignments/12911)</a>	due by 11:59pm
Wed Jan 20, 2021	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/12913">Final Paper (https://canvas.agu.edu.tr/courses/3893/assignments/12913)</a>	due by 11:59pm
	<a href="https://canvas.agu.edu.tr/courses/3893/assignments/13369">Quiz1 (https://canvas.agu.edu.tr/courses/3893/assignments/13369)</a>	