

## PSYCHOLOGY 4240: MULTICULTURAL PSYCHOLOGY

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*The syllabus is our contract. Please read it carefully. The syllabus is subject to revision, provided that written via e-mail or verbal notice is given.*

### **Textbooks: Required.**

Rothenberg, P.S. (2005). *White privilege: Essential readings on the other side of racism*. New York: Worth Publishers

Nagayama Hall, G.C. & Barongan, C. (2009?). *Multicultural Psychology*. (This text does not need to be purchased as it will be provided to students by the instructor)

American Psychological Association. (2001). *Manual of Style* (5<sup>th</sup> edition).

**Course Description.** This course will examine multiculturalism from a psychological perspective, with a focus on the impact of culture on psychological theory, research, and practice, and vice versa.

### **Course Objectives.** Students will:

1. Become familiar with multiculturalism and its place in the field of psychology.
2. Become familiar with issues surrounding research and assessment of diverse populations.
3. Become familiar with the major ethnic groups in the United States, their history, and psychological research relevant to each group.
4. Become more aware of their own and others' perceptions of people based on ethnic group membership and how these perceptions play a role in social behavior.

### **Course Requirements.**

1. Students will read all required materials.
2. Students will complete **2 written assignments**. All papers for the class are due the day before class as set out in the weekly assignment sheet. All papers need to be in Word, be one and half spaced, use 12-point Times Roman font, with 1" margins and conform to APA style. All papers can be e-mailed to the instructor. (See guidelines below for each paper and how much each paper is worth)
3. The student will complete a series of short 1-2 page reaction pieces for each of the chapters of Nagayama Hall, G.C. & Barongan, C. (2009). *Multicultural Psychology*. (These chapters will be made available to students) and will be completed and e-mailed to the instructor the day before that chapters subject material will be discussed in class. The reaction piece will give a brief overview of the chapter and a strength and weakness of material presented in the chapter. Each reaction paper will be worth 40 points.
4. Students will prepare a presentation on their racism paper assignment. The presentation will last 10-15 minutes and be worth 100 points.
5. Students will participate in a group presentation assignment for the White Privilege readings. Each group will prepare one lecture, to last the entire class, which includes a brief review of the readings and leading that class in discussion of the readings. Each group member will earn 400 points. There will be peer assessment to ensure that each group member's participation is graded according to their effort.

## **Information about Papers.**

**Paper #1.** Conduct an in-depth analysis of an item on racism that will be obtained by subscribing to Google Alert. This will provide the student with daily items from USA and around the world on issues of racism. This will be a short one page paper (not including a copy of the original item) that will articulate the racist issue (or not) that is being portrayed in the media. This paper will be presented to the class as a 10 minute presentation with 5 minutes of discussion. There will be an opportunity to “declare” the students item of choice so that there is not a duplication of items presented by students.

**Paper #2.** Complete a Cultural Autobiography. This paper will describe the student’s cultural roots and heritage, considering ethnic, racial, gender, socioeconomic, and religious/spiritual experiences. The student will describe the impact that their own background variables have on their values and worldview, as well as how these impact the way the student views and relates to others and their values systems. Integrate concepts from the Biological, Social, Developmental, and Personality sections of the class. Length: 5 pages.

**Late Paper Policy.** Late papers will be accepted with a penalty of 5 points per day late (including weekends).

1. Reaction Papers: Each student will complete 8 reaction papers (40 points each). Reaction paper guidelines and deadlines are found in the “Assignment by Weeks” handout.

GRADING: Because grading written material includes a certain amount of objectivity, papers will be graded as (1) check plus = 40 pts, (2) check = 30 pts, (3) check minus = 20 pts, and (4) zero = 0 pts.

2. Students will participate in a group presentation assignment for the White Privilege readings. Each group will prepare one 45-55 minute lecture that includes a brief review of the readings, and a discussion of the content. Each group member will earn up to 400 points. There will be peer assessment (both from other group members and from the rest of the class).

**Grading.** *There is no extra credit.* Final grades are based on your individual performance. You are not competing with other students for your grade, only with the course material. Thus, it is possible for everyone to get an A, or any other grade. Points are distributed as follow:

Paper 1	20 points	= 20 points
Paper 2	100 points	= 100 points
Paper 3	40 points each (x 8)	= 380 points
Presentation 1:	100 points	= 100 points
Group presentation	400 points	= 400 points

***TOTAL POINTS = 1000 points***

Grades will be assigned as follows:

	86.5-89.4% = B+	76.5-79.4% = C+	66.5-69.4% = D+
92.5-100% = A	82.5-86.4% = B	72.5-76.4% = C	59.5-66.4% = D
89.5-92.4% = A-	79.5-82.4% = B-	69.5-72.4% = C-	Below 59.5% = F

**Department of Psychology, Undergraduate Advising Office.** Any student who is interested in information about the psychology major or careers in psychology can call the Advising Center and make an appointment. The Center is located at EDUC475, and the phone number is 435-797-1456. You can also go to the department’s website at: <http://www.coe.usu.edu/psyc/>

**Disability Resource Center.** The DRC facilitates equal access to University programs/activities to students with documented disabilities. They are located in 101 Old Main Hill, and can be contacted at (435) 797-2444 or toll free at: (800) 259-2965.

Students with documented disabilities who need accommodations in completing any of the requirements herein (or taking part in class in any manner) should speak with the instructor in the first week of class to arrange accommodations.

*This fall semester, USU has developed a new Early Alert Program for students who are having difficulty in their classes. I have agreed to participate in this program and submit the names and A numbers of **all those students who score less than 70 percent on the first assignment.** This is an excellent program that is designed to assist students in being successful this semester. I have included a description of the Early Alert Program below:*

This program is being developed as a retention tool to improve students' academic persistence and to provide students with resources to support their efforts. It is designed for faculty to identify, report, and provide feedback for students who are at risk in a course. Faculty members will be able to electronically detail concerns regarding student performance and behavior or simply provide a list of students. Research shows that the earlier the student is made aware of faculty concerns regarding his or her performance, the sooner interventions can be initiated to increase the student's potential to achieve academic success.

*... and*  
**Cranky but Necessary Stuff**

**Academic dishonesty.** Academic dishonesty will not be tolerated. The consequence for cheating on any test or paper is *an F in the course* and an immediate referral to the university's Academic Standards Committee. Disciplinary proceedings can result in a wide range of outcomes from academic probation to denial or revocation of your degree, and a permanent record of academic dishonesty on the student's transcript (i.e., HV designation on the course grade).

Cheating includes such behaviors as using or providing others with unauthorized information, materials, or study aids in any academic exercise or activity. Substitution for another student or permitting another student to substitute you in taking an examination or in preparing academic work is also cheating. Plagiarism is one of the most common forms of cheating on college campuses.

**Plagiarism.** As per the USU Academic Policies and Procedures Manual (<http://www.usu.edu/policies/>) plagiarism is, "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials."

**Incomplete (I) Grade.** (Quoted from <http://www.usu.edu/provost/Forms/incomplete%20grade%20form.pdf>) Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances. The term "extenuating" circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) other emergencies deemed

appropriate by the instructor. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. Documentation of the circumstances cited to justify an incomplete grade is required. The student is required to complete the work by the time agreed upon with the instructor, or no longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course.

**Grievance Process.** (Quoted from: <http://www.usu.edu/aia/ACADEMIC/syllabusres.cfm#grievance>). Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf)

### Topics and Reading Assignments

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/26	Intro to course. What is Multicultural Psychology?	
8/28	Race and Ethnicity what is it?	Race & ethnic reading
9/2	Racism & micro aggression	Micro aggression reading
9/4	Culture, Multicultural and Bicultural	
9/9	Identity	Identity readings TBA
9/11	Cultural competence and cultural safety	NCCC readings TBA
9/16	Is there an indigenous psychology?	(Race papers due from this date on)
9/18	Multicultural research & what is science?	N&B, Ch. 2 (Reaction Paper due)
9/23	Decolonizing methodologies	Readings TBA
9/25	Presentations Racism	
9/30	Presentations Racism	
10/2	Presentations Racism	
10/7	Presentations Racism	
10/9	Biological Psychology	N&B, Ch. 3 (Reaction Paper due)
10/14	Social Psychology	N&B, Ch. 3 (Reaction Paper due)
10/16	Fall break	Cultural Autobiography Due
10/21	Developmental Psychology	N&B, Ch. 4 (Reaction Paper due)
10/23	Personality Psychology	N&B, Ch. 4 (Reaction Paper due)
10/28	African Americans	N&B, Ch.5, (Reaction Paper due)
10/30	African Americans	
11/4	Asians	N&B, Ch.6, (Reaction Paper due Ch 6 or 7)
11/6	Latinos	N&B, Ch.7
11/11	Hawaiians and Pacific Islanders	
11/13	Hawaiians and Pacific Islanders	
11/18	American Indians	N&B, Ch.8 (Reaction Paper due)
11/20	American Indians	
11/25	White Privilege I - Group 1 presents	R, Part 1
11/27	Thanksgiving	
12/2	White Privilege II - Group 2 presents	R, Part 2
12/4	White Privilege III - Group 3 presents	R, Part 3
12/9	White Privilege IV - Group 4 presents	R, Part 4 Finals week