



**Governors State University**  
**College of Education**  
**Division of Psychology & Counseling**  
*Course Syllabus*

**Course Title:** Multicultural Psychology  
**Course Number:** PSYC 740  
**Credit Hours:** 3.0 (Graduate)  
**Instructor:** Jean Johnson, Ph.D. Phone: 708.235.2149  
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**Trimester:** Winter 2010

*Be the change you wish to see in the world*  
*Gandhi*

**Catalog Description:** Develops an understanding and valuing of diversity, based on the principles of awareness, knowledge and skills as they relate to the areas of worldview, identity, and acculturation.

**Prerequisites:** Graduate student standing.

**Restrictions:** None

**Rationale:** As societies are becoming more ethnically diverse, people from different cultures are coming into greater contact with each other, and thus bringing with them greater opportunity for the expression of stereotypes, prejudice, and discrimination. Psychologists have long been interested in stereotypes and prejudice because these concepts are representative of the most central topics in psychology such as person perception, attitudes, social cognition, inter-group behavior, and aggression. Understanding differences among cultural communities, whether of ethnicity, race, religion, gender or socioeconomic status, is critical to understanding attitudes, beliefs, and behavior. Psychologists as educators strive to become knowledgeable about different learning models and approaches to teaching from multiple cultural perspectives.

**Intended audience:** This course can be taken by students pursuing any graduate degree providing they have met the prerequisites for the course. Students in the Master of Arts in Psychology program are required to take the course as a part of the curriculum. It is intended for students pursuing the master's degree and who will be working with diverse populations in the mental health field. In addition, this course could also apply to educators and other social service program students who will be providing services to a diverse population in the community.

**Instructional Modality:** Lecture Discussion. Web enhanced course.  
The course will consist of lecture, discussion and some web-enhanced activities. Students will be expected to participate in group discussions based on the lecture, readings, and observations from real-life experiences.

**Required Text:**

Fouad, N. A., & Arredondo, P. (2007). *Becoming culturally oriented: Practical advice for psychologists and educators*. Washington, DC: American Psychological Association.

**Expected Student Outcomes:**

Upon successful completion of this course, the learner should be able to:

- 1) Demonstrate a multicultural and global perspective on human development.
- 2) Demonstrate increased cultural awareness and sensitivity which includes subjective and objective perceptions of ethnic groups and the role culture plays in human and social behavior.
- 3) Identify and challenge traditional psychological theories limited to Western Culture.
- 4) Examine components related to ethnic and racial diversity, gender, disabilities and other multicultural issues.
- 5) Appreciate a multicultural perspective of mental health from a world-view.
- 6) Evaluate issues surrounding research and assessment of diverse populations.
- 7) Demonstrate flexibility in responding to a variety of behavioral and verbal stimuli of racial and ethnic clients.
- 8) Compare and contrast models, frameworks, and techniques to help increase skill levels in working with racial and ethnic group members.

**Classroom environment.** It is essential that our classroom be a place where everyone feels comfortable expressing their thoughts without fear of unduly critical or judgmental responses. I expect everyone to be respectful of the widely varied experiences and backgrounds presented by classroom members. Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, or value system, will not be tolerated. Similarly, disruptive behavior (including lateness) is also not acceptable.

My second expectation is that all of us do our best to engage with the course material. Among other things, this means that I very much hope that none of us will silence ourselves (in class or on assignments) because we are afraid of offending someone or otherwise saying something “wrong.” While this may be a reasonable strategy elsewhere, in this class being “politically correct” rather than authentic deprives us and others of a potential learning opportunity (either from our comments directly or from the responses of others). Similarly, if someone (including me) says something that you find offensive, try your best to find a way to express how you feel, even if you think that you shouldn’t feel that way. Both sensitivity and insensitivity can be occasions for insight, and, in a class like this, they’re sometimes a necessary part of the learning process.

**Activities/Assignments:**

***Hate Web Quest Report (20 points)***

Go online and locate a “Hate site”

According to tolerance.org, “The wonder of the Internet has been tarnished by hundreds of Web sites that spew hate. Using the Net, hatemongers can now reach into the room of any child who has a home computer. Their sites are often deceptive. Many attempt to disguise their message under a veneer of respectability. They use manipulation and lies to make their ideas sound almost reasonable.” Hate sites can focus on white supremacy, anti-Semitism, anti-Government fervor, religious hate, bigotry and/or intolerance. You can merely type “hate sites” into an internet search engine (Google, Yahoo. Etc.), or here are a couple of places to start:

The Hate Directory

Anti-Defamation League

[http://www.tolerance.org/hate\\_internet/index.jsp](http://www.tolerance.org/hate_internet/index.jsp)

<http://martinlutherking.org/> (Careful, this one may surprise you! You cannot use this for your report)

For your report, include the following:

1. The URL of the site.
2. A copy of the first page of the site (hit your print key and just select current page).
3. What type of hate/bias do you think is focused upon here?
4. Do you think the site is oriented towards:

- a. Adults or Children?
  - b. People who already believe their message or is it a deceptive site that is attempting to disguise the message? (overt or covert?)
5. Do they discuss any sort of “research” or “data” to support their message?
  6. What do you think should or can be done about this kind of site?
  7. Be sure to note evidence (examples from the site) for the above conclusions you make.
  8. Have a (one page MAX) handout (include the URL on it) with copies to share with your classmates and be ready to present your site to your classmates on the due date.

***Project Implicit Report (15 points)***

Project Implicit blends basic research and educational outreach in a virtual laboratory at which visitors can examine their own hidden biases. Project Implicit is the product of research by three scientists whose work produced a new approach to understanding of attitudes, biases, and stereotypes. The Project Implicit site ([implicit.harvard.edu](http://implicit.harvard.edu)) has been functioning as a hands-on science museum exhibit, allowing web visitors to experience the manner in which human minds display the effects of stereotypic and prejudicial associations acquired from their socio-cultural environment

The demonstration site for the **Implicit Association Test:**

<https://implicit.harvard.edu/implicit/>

Take one of the Demonstration (IAT) Tests and write at least 3 paragraphs on what you found. Be sure to note which of the demonstration tests you completed (i.e., skin tone, age, Native American, Arab-Muslim, Asian American, disability, weight, religion, sexuality, etc.). Or, if you decide not to take one of the tests, please write up your reasons for not doing so and make an “evaluation” of the site and how it may (or may not) add to diversity training in the social and behavioral sciences areas.

***“Competency Statement(s)” Paper (75 points)***

At the beginning of each chapter in your text for the course, you will find a set of “competency statements” that are derived from the *APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* upon which the text (and each chapter) is based. The purpose of this assignment is to provide you with an opportunity to explore one or more of these competencies more in depth; both personally and empirically.

You will need to select one or more of the competencies from the text. Selecting more than one is not required and you may select ones from either the same or different chapters. You will then write a paper that first describes the statement(s) in terms of what it (they) mean and are focused upon and why they are important. You will then have a larger section on the empirical research supporting (or failing to support) the competency. The end of your paper will focus on personal ideas and a plan for yourself as to how you may be able to meet the competency as a psychologist, educator, researcher, or agent for change. A rubric with minimum requirements will be provided by the instructor.

You will be evaluated on both content and writing, so please take care to submit work that is as error-free as possible. Late papers may not be accepted without prior permission of the instructor and points will be deducted for each day late. All papers must be word-processed and double-spaced with a standard 12-pt. font, 1-inch margins, and follow APA format. You should have an APA style cover sheet with the course name, date, my name, your name, and the title of the paper. You should also have a reference page, properly citing any sources. There is a 15-page length limit (papers that are shorter than 5 pages typically do not receive a good grade) which will be strictly enforced. The cover sheet and the reference page(s) are not part of the 15-page length limit. You are required to submit your paper to me electronically and be aware that papers will be submitted to *Turnitin.com* for a plagiarism check.

***Research Bias Report (20 points)***

Using the PSYCINFO database (I recommend looking for full text only), conduct a search and find **ONE RESEARCH ARTICLE** (dated 2003 or later) that meets at least ONE of the following criteria:

- Is psychological research developed in a “non-Western” context.
- Cross-cultural psychological research
- An ethnographic study
- Research focused upon one of the following “culture specific” disorders:

amok	brain fag	latah
ataque de nervosa	dhat	pibloktoq
bilis and colera	hwa-byung	susto
boufec dilerante	koro	zar

You will write up a report on the study that includes the following:

1. A copy of the complete citation for the article. **I recommend you have me approve your article before you begin writing your report.**
2. In a paragraph or two, summarize this study. Include a description of the purpose of the study, participants, procedures, and results.
3. Answers to the following questions:
  - a. What social, cultural, political, historical, environmental, economic, or religious factors may have shaped the research focus of the study?
  - b. What possible biases/limitations were noted by the author(s)? Can you identify at least one more? Or, at least note strengths and weaknesses of their approach?
  - c. On page 81 of your text are the competency statements for psychologists as researchers. Note the main competency you feel this study addresses (or fails to address) and why you think it to be so.
  - d. Go to the APA International Affairs page (<http://www.apa.org/international/>). Describe what you learned about the focus of psychology in a country other than your own.

### **Additional Activity Options (select One to complete: 20 points)**

#### **Option One: Diversity Movie Analysis**

Examine and analyze how the movie represents EITHER a specific course topic or a specific non-dominant ethnic or racial group. Make sure that your analysis doesn't just describe the media content but also integrates the content with concepts and materials covered in the course. Finally, your analysis should also discuss the implications of what you find. For example, you could discuss the implications of the movie in terms of how you might proceed if you were a psychologist and a character from the movie was coming to you for assistance.

#### **Diversity Movies to Select From:\*\***

*Crash, American History X, Higher Learning, Monster's Ball, Hotel Rwanda, A Day Without a Mexican, The Laramie Project, Priest, Boys Don't Cry, The Crying Game, Tiptoes, North Country, Remember the Titans, School Ties, Antwone Fisher, The Joy Luck Club, Amistad, The Color Purple, Once Upon a Time... When We Were Colored, Roots, Grand Canyon, House of Sand and Fog, John Q, Barbershop, Boyz in the Hood, Guess Who's Coming to Dinner, Guess Who, Kissing Jessica Stein, The Outsiders, Whale Rider, Control Room, Spanglish, Smoke Signals, Real Women Have Curves,*

\*\*A movie not on this list requires pre-approval from the instructor.

#### **Option Two: Ethno-Racial Identity Autobiography**

The goal of this assignment is to explore your own ethno-racial identity. I am aware that this assignment may be difficult for some of you. Please feel free to discuss it with me if you get stuck or just feel like you could use some guidance. To help you get started, several suggestions are listed below. These are intended solely as suggestions. You are neither required to discuss these elements, nor are you limited to them.

- When, why, and how you first became aware of your race
- Influence of skin color or other physical characteristic attributed to race on your life
- Others' response to your skin color or other physical characteristic attributed to race
- Messages from family members about skin color or other physical characteristic

- Family stories about your race, ethnic group, people of other races, or race in general
- Cultural environment in which you grew up and its effect on your ethnic identity
- Family’s primary or secondary language
- Family’s preferences for food, music, clothes, or activity
- Description of family members’ relationships with one another
- Description of values, attitudes, and rules shared by family members
- Description of the role of religion
- Media and cultural messages about race
- Description of stereotypes associated with your ethnic group
- Friendships and other relationships within and apart from your own racial group
- Participation in groups or activities centered on race or racial issues
- Experiences with racism (as victim, as perpetrator, or as both)
- What it means to you (if anything) to identify with your ethno-racial group
- What you like and don’t like about being a member of your ethno-racial group

**Option Three: “Multicultural Best Seller” Book Report**

From the list handed out at the beginning of class, you should select a “best-seller” to read. The list is not in APA format. It is in a format of alphabetical by title and therefore easier to find in bookstores, libraries, or online (i.e., Amazon.com). Most, if not all, of the books are available in paperback and are relatively inexpensive to purchase should you choose to do so. You should select a book that focuses upon a culture, race, religion, experience, or ethnicity different from your own. After reading the book (and our text), you will write a report (word-processed) that includes the following:

- A short (1-2 paragraph) summary of the book and the issue(s) raised within.
- How those issues were addressed (if at all) in the book.
- An evaluation of which APA Guidelines (or competency statements) the book may align with.
- At least one plan/idea as to how you as a professional (psychologist, educator, researcher, or change agent) might utilize this book in a positive constructive manner to improve your practice.

***In-Class/Group Exercises/Online Quizzes and Discussions (150 points)***

Some of the assignments listed below will incorporate an out-of-class component followed by an in-class or online discussion. Some of them will be completed as part of regular class.

Examples:

- Competency chapter Quizzes
- Pink Triangle Activity
- Norm Violations Activity

**Evaluation:**

<u>Assignment</u>	<u>Points (300 total)</u>	<u>Scale:</u>
Hate Web Quest Report	20	90% A
Project Implicit Report	15	80% B
“Competency Statement(s)” Paper	75	70% C
Research Bias Report	20	60% D
Optional Activity	20	<60% F
In-Class/Group and Online Exercises	150	

**Tentative Schedule/Topical Outline of Course**

Class	Date	Topic	Chapter	Due
1	1-13	Intro to Multicultural Awareness		
2	1-20	APA guidelines and a “worldview”	1	
3	1-27	Identity and Biases	2	
4	2-3	Values and Norms	3	Hate site report
5	2-10	Cont’d		Project Implicit
6	2-17	Culturally Centered Practices	4	Norm violations
7	2-24	Psychologists as Educators	5	
8	3-3	Cont’d		
9	3-10	Psychologists as Researchers	6	
10	3-17	Cont’d		
11	3-24	No Class: Work Day		Research bias report
12	3-31	Psychologists as Change Agents	7	Pink triangle
13	4-7	Change who? How?		Optional Activity
14	4-14	Transforming the profession	8	
15	4-21	Cultural Potluck		Competency paper

**Special Needs**

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, [assd@govst.edu](mailto:assd@govst.edu); or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

**Academic Honesty**

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://www.govst.edu/catalog/appendix.htm>