

Psychology 407-001 \* Multicultural Issues in Psychology

Fall 2009

T/Th 2:00-3:15 FH 0103

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Office Hours: M/W: 1:30- 2:00 T/Th: 12:30-1:30 (other by appointment)

Text: Mio, J. S., Barker, L. A., & Tumambing, J. (2009). *Multicultural Psychology: Understanding our diverse communities* (2<sup>nd</sup> ed.). Boston: McGraw Hill.  
Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L, & Zuniga, X. (2000). *Readings for diversity and social justice*. New York: Routledge  
Articles as assigned

Course Requirements

1. Attendance - required and expected. Attendance is taken twice each class period. Extra credit will be awarded based on number of absences as follows:  
0-1 absence = +5  
2 absences = +3  
3 absences = +1  
There are no excused/unexcused absences. Late work is counted as late; late penalty varies per assignment (Regular homework = ½ credit; term paper = -10% per day; weekends count).
2. Four Evaluations. Each worth 60 points. Multiple choice. The final evaluation is not cumulative. (Standard grading scale: 90-100%=A, 80-89%=B, and so on)  
**\*Make-up evaluations will be considered ONLY if the student contacts the professor PRIOR to the time of the exam. ALL make-up evaluations will be essay format. Proof of excuse will be required BEFORE taking the essay make-up.**
3. Two Article Critiques (30 points each). A list of articles will be provided. From that list you will select 2 articles to obtain, read, summarize, and critique. The list and guidelines will be provided. See schedule for due dates.
4. Genealogy Research Paper. 60 points. See attached guidelines.
5. This is a performance-based course. This means there is no curve. After each test a grade breakdown will be posted. You are responsible for keeping track of your grades so that you can assess where you stand in the class.
6. No grades will be given out over the phone or by email. Grades will be posted on BlackBoard.

## **Withdrawal from Classes and Incomplete Grade Policies**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average.

The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I is never automatic but must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

## **PLAGIARISM**

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

"According to the SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor."



Tentative Schedule of Topics

<u>Week/Date</u>	<u>Topic</u>	<u>Chapter</u>
1 8/25 8/27	Introduction and syllabus Overview and background	1
2 9/1 9/3	The study of Culture and Psychology Cross-cultural research methods	1 2
3 9/8 9/10	Cross-cultural research methods Sterotyping, Prejudice, Discrimination	2 6
4 9/15 9/17	Racism      Racial Identity and the State <b>TEST #1 Chptr: 1,2,6, Readings, Lecture, Handouts, Movies</b>	6, Readings #8
5 9/22 9/24	Differences in Communication Bilingual Communiation	4 (89-107) 4 (112-116)
6 9/29 10/1	Differences in Worldviews: Ind.v. Col. Religionism <b>Critique #1 Due</b>	3 Readings pp 133-137
7 10/6 10/8	Immigrants, Refugees and Acculturation Antisemitism Including Jews in Multiculturalism Antisemitism The Christian Heritage Anti-Muslimism <b>Genealogy draft 3 gen due</b>	5 Readings #25 Readings #22
8 10/13 10/15	<b>TEST #2 Chptr: 3,4,5, Assigned readings, lecture, handouts, movie</b> Gender Differences in Communication	4 (108-112)
9 10/20 10/22	Culture and Mental Health Sexism & Heterosexism <b>Critique #2 due</b>	9 Rds 199-203, 261-266
10 10/27 10/29	The Conundrum of Difference Fresh Lipstick: Rethinking Images of Women in Ad	Readings #35 Readings #36
11 11/3 11/5	Feminism: A Movement to End Sexist Oppression How Homophobia Hurts Everyone Homophobia in Black Communities	Readings #37 Readings # 46 Readings #49
12 11/10 11/12	<b>Test 3 Chapter 4,,9, readings, handouts, movies, lecture</b> Ableism	Readings pp319-323
13 11/17 11/19	Culture and Health The Deaf Community & the Culture of Deaf People	8 Readings #63
14 11/24 11/26	No Class - Thanksgiving Break No Class - Thanksgiving Break	
15 12/1 12/3	Cultural Identity Development Ageism <b>Geneology Due</b>	7
16 12/8 12/10	Building Multicultural Competence Summary - Discussion.	10

## ARTICLE CRITIQUES

The general content for article critiques is as follows:

### *Introduction*

- \*What is the research question?
- \*What is its importance?
- \*What is/are the hypothesis/hypotheses?

### *Methods*

- \*Describe the participants in the study?
- \*What is/are the independent variable(s)? Dependent variable(s)? If this is a correlational study and there are no IVs/DVs, what are the variables being studied? Is this a descriptive or observational study?
- \*How did the authors measure the variables in question?
- \*What was the procedure?

### *Results*

- \*How was the data analyzed?
- \*What did the authors find?
- \*Were the hypotheses supported?

### *Discussion*

- \*What are the implications of the study?
- \*What are the limitations of the study?
- \*What future implications are there for the study?

### *Critique*

- \*What new questions does this research trigger?
- \*Is there a better way to answer the research question?
- \*Was this research worthwhile (worth the time, money, effort...)?
- \*Does our understanding agree with how MB&T or ABCHP&Z use it?**

Critiques are to be typed using APA format (1" margins, Times New Roman, 12 pt font).

Two page minimum (does not include title or reference page).

Spelling and grammar are expected to be college level. Errors will cost you.

Article is to be cited APA style both in text and on the reference page.

### **Include copy of article**

Staple paper before class. No folders please.

Make sure to properly cite and reference the study authors and any other sources you include in your critique.

Title page format:

Title (avoid cutseyness)

Your name

Student ID number

PSYC 407-001

Southern Illinois University Edwardsville

When you turn in critique #2, attach #1

## GUIDELINES FOR GENEALOGY RESEARCH PAPER

### Who are you and where do you come from?

1. You will compile a five-generation chart. The grade will be based on completion and documentation of the assignment.  
1<sup>st</sup> generation: You  
2<sup>nd</sup> generation: Your parents  
3<sup>rd</sup> generation: Your grandparents  
4<sup>th</sup> generation: Your great grandparents  
5<sup>th</sup> generation: Your great great grandparents
2. For each generation list date and place of birth  
date and place of marriages  
date and place of deaths  
make sure to include maiden names and middle names
3. Information also relevant for this course includes racial and religious affiliation. If immigration occurred, when and where did this occur? If naturalized, when-where?
4. Include pictures, and photocopies (birth, death, marriage certificates, cemetery records/headstones); Document information.
5. Paper length is five double-spaced, typed pages of TEXT minimum, ten maximum. Use 1" margins (I will measure), Times New Roman 12 point font. \*\*Title page and any reference page do not count toward the minimum/maximum. To count as a page text must go to the bottom of the page.
6. Spelling and grammar are expected to be college level. PROOF-READ. Errors will cost you.
7. Late papers will only be accepted by prior arrangement. The grade deduction for late papers is 6 points a day. Weekends count. Late papers should be signed and dated by a department secretary, student worker, or myself before they are turned in.
8. Title page: Title (avoid cute and corny)  
Your name  
Student ID#  
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9. This paper uses the APA guidelines regarding margins, type font, double spacing, and citation (when applicable). Most of your documentation will be personal communication and actual documents.
10. Your paper (and all homework, drafts, etc.) is handed in as a paper copy. I do not accept emailed papers or home, papers on disc, CD, or flashdrive, or faxed copies. Be sure to keep a copy of all work. Staple papers before coming to class.
11. **Your final project can be turned in as a scrapbook, movie, PowerPoint presentation, quilt - whatever is creatively relevant for you (with accompanying text).**