

MULTICULTURAL ISSUES IN PSYCHOLOGY
PSYCHOLOGY 407-001
Fall 2020

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Class Location: Online, asynchronous w/ some synchronous meetings

Class Days: Tuesday or Thursday (see syllabus)

Time: 2 pm – 3:15

Office Hours: By appointment

Course Description:

This course is designed to provide a basic framework for students to understand how individual differences in human development and behavior can be affected by biological, social, and cultural factors (e.g. ethnicity, gender, sexual orientation, and religion). Readings, class discussions, guest lectures, and various activities will be used to explore topics such as stereotyping, discrimination, oppression, cultural identity development, and building multicultural competence.

Course Objectives:

From participation in this class, students will:

- Become familiar with multiculturalism and its place in the field of psychology.
- Become familiar with issues surrounding research and assessment of diverse populations.
- Increase personal self-awareness as a cultural being in a diverse society.
- Increase understanding of various socio-cultural contexts which influence the development of cultural identity.
- Develop knowledge of how stereotypes, biases, and prejudices are shaped and impact society.
- Understand how experiences of oppression affect individual behavior and well-being.
- Increase valuing of diversity and understanding of the experiences of others.

Required Texts/Readings:

- Kite, & Whitley, (2016). *Psychology of Prejudice and Discrimination*. New York, NY: Routledge.
- Mio, S.J., Barker, L.A., & Domenech Rodriguez, M. M. (2016). *Multicultural Psychology: Understanding Our Diverse Communities* (4th Ed.). Oxford: Oxford University Press.
- Adams, M., Blumenfeld, W.J., Catalano, D. C. J., Dejong, K., Hackman, H. W.,... Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th Ed.) New York: Routledge
- Videos, podcasts, and articles as assigned

Course Grades

Assignment	Points Available	Percent of Total
Learning About Others first day activity	10	1.66%
Weekly quizzes, plus one 4 Things Assignment	8 each, plus 4 points for Four Things assignment (100 total)	16.67%
Article discussion papers	20 each (80 total)	13.33%
Synchronous meeting participation	10 each (40 total)	6.67%
Reflection activities	10 each (100 total)	16.67%
Genealogy paper	90	15%
Learning about others podcast discussion logs	20 each (80 total)	13.33%
Learning about others podcast paper	100	16.67%

Point Total – Out of 600 Available	Assigned Grade
539.5 or above	A
479.5 – 539.4	B
419.5 – 479.4	C
359.5 – 419.4	D
359.4 or below	F

Unless I have made a grading error, I will not respond to requests for grade changes after grades have been entered. If you are experiencing circumstances that are negatively impacting your ability to attend meetings and complete assignments, please let me know as soon as possible, so that we can make arrangement that won't negatively impact your GPA.

Class Assignments

Learning About Others

- A. First day activity.** This assignment is posted in Week 1 on Blackboard, and is due by ***the end of the first day of class by 11:59 pm.***
- B. Podcast discussion logs.** Blank logs will be posted within each week that a podcast discussion log is due, and are to be completed individually by each student within the group, based on the discussion that the group has about the podcast episodes that they have recently listened to. See the end of this syllabus for additional details about how to select podcasts and conduct these meetings.
- C. Podcast paper.** See the end of this syllabus for additional information about what is expected in this paper.

Weekly Quizzes. There will be 12 weekly quizzes throughout the semester. There are NOT weekly quizzes due in the weeks that you have article discussion papers due. These will be available each week on Blackboard, beginning on Wednesdays at 9 am, and will be due by 11:59 pm the following Sunday. Quizzes will be multiple choice, true false, fill in the blank, and short answer, and will be based on the week's readings, other media, and lecture. Grading in Blackboard is not always correct, so if you think an item is marked wrong in error, please contact me ASAP.

Reflection Activities. There will be 8 reflection activities throughout the semester, and these will be explicitly tied to a particular video or podcast that is assigned for the week. These will be made available at 8 am on Monday of each week, and will be due the following Sunday at 11:59 pm. Grading for these will be largely based on completion, with the instructor spot-checking and responding to approximately 5 – 10 reflection logs each week to ensure that they have been completed on topic and contain adequate detail to indicate that you have seriously considered the assigned material.

Article Discussion Papers. Students will complete a two to three page, double spaced paper about four articles published in various peer-reviewed journals assigned for reading this semester. To complete this paper, students will respond to a structured series of prompts that will be provided with the assignment in Blackboard. Grading will be based on fully responding to the questions, accuracy of responses, writing sophistication, explicit connections to related course concepts, and appropriate use of citations and references.

Genealogy Paper. See the end of this syllabus for detailed instructions about this assignment, and the “About this Course” section of Blackboard for additional details about the final paper for this assignment.

Synchronous Meeting Participation. Each student in the course will be assigned to a small group, which will meet with the instructor and/or the TA four times during the semester. During this semester, students will participate in a semi-structured discussion of weekly readings and other assigned media. When meeting on Tuesdays, students will be expected to have read at least the first reading listed in that week, which corresponds to the Tuesday date. When meeting on Thursday, students will be expected to have read/watched/listened to most of the week's material. Grading will be based on attendance, having insightful questions or comments, and participating actively without dominating the conversation. Please see the instructor's policies for additional information about how to engage in conversation while respecting peers' mutual humanity.

Instructor, Departmental, and University Policies

Instructor's Course Policies

Technology Requirements. Because this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

If you need support from ITS and reach out to them via phone or email, please remember that they have been working *very hard* since March to put an entire university online – they deserve your respect, patience, and appreciation, even when you feel like throwing your computer at the wall. If you do find yourself considering tossing, hitting, or vigorously shaking any of your expensive, hard-earned tech devices, I recommend taking a short break, and perhaps a walk or a few deep breaths.

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at <http://www.siu.edu/its/news/2014/09/office365.shtml>)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Academic Engagement. Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, being prepared to discuss class materials during synchronous meetings by having consumed and considered the assigned activities, and being prepared for podcast group discussions by listening to the selected podcast episodes. During group discussions during which the instructor both is and is not present, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is

not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to life, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to life, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are likely dehumanizing them, and such behavior is not tolerated in this course.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

Late assignments. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester. ***Y'all, all this being said, COVID-19 is the worst, so if you're having issues that are affecting your work, please let me know so that we can work out a plan.***

APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the ***7th edition*** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siu.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

Department Policies

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It 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 coursework before the deadline for grade submission. An I 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 an I to F.

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display college-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per the 6th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

The Psychology Department's Policy on Plagiarism. Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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.siu.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.siu.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.siu.edu/education/psychology/plagiarism.shtml>.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

University Policies

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Class Schedule

*Schedule subject to change at the discretion of the professor

Wk	Date	Topic and Asynchronous Learning Materials and Activities	Readings	Synchronous Meeting	Assignment Due - In Weekly Coursework Folder on BB
1	8/25	Introduction		All: Syllabus Review/ Introduction	1) Learning about Others Assignment Due 11:59 pm on Tuesday, 8/25
	8/27	Lecture: Introduction to Multicultural Psychology (posted by 5 pm on 8/26) Video: <i>The Danger of a Single Story</i>	Read: Mio et al. Ch.1	Group 1	1) Reflection activity 1: Danger of Single Story 2) Week 1 Quiz (#1) Due by 11:59 pm on Sunday, 8/30
2	9/1	Research and Measurement in Psychology Lecture: Find out your podcast group and overview of podcast assignment (posted by 5 pm on 9/1)	Read: Mio et al. Ch. 2	Group 2	1) Reflection activity 2: <i>Larry P.</i> podcast 2) One person in podcast group emails me with selected podcast for approval, with all other members cc'd 3) Week 2 Quiz (#2)
	9/3	Lecture: Issues in Testing and Measurement in Psychology (posted by 5 pm on 9/1) Listen: <i>Miseducation of Larry P.</i>	Read: Adams et al. 9	Group 3	Due by 11:59 pm on Sunday, 9/6
3	9/8	Stereotyping, Prejudice Discrimination, & Racism Lecture: From stereotypes to isms and phobias (posted by 5 pm on 9/8)	Read : Mio et al: Ch. 6	Group 4	1) Week 3 Quiz (#3) 2) Journal article discussion paper #1 Due by 11 :59 pm on Sunday, 9/13

	9/10	Watch: BuzzFeed privilege video and Dr. McIntosh youtube video	Read: Graves & Ye, 2017; and McIntosh, 1989	Group 5	
4	9/15	Stereotyping, Prejudice, Discrimination, & Racism Continued Lecture: Individual differences that contribute to interpersonal & structural harm (posted by 5 pm on 9/15)	Read: Kite & Whitley Ch. 6	Group 6	1) Listen to podcast episodes, hold first podcast meeting, upload discussion notes 1 2) Week 4 Quiz (#4) 3) Reflection activity 3 : <i>Microaggressions in the Classroom</i>
	9/17	Watch: Microaggressions in the classroom	Read: Kite & Whitley Ch. 9	Group 1	Due by 11 :59 pm on Sunday, 9/20
5	9/22	Cultural Identity Development Lecture: Cultural Identity Models & Processes (posted by 5 pm on 9/22)	Read: Mio et al. Ch.7	Group 2	1) Week 5 Quiz (#5) 2) Reflection activity 4: <i>First encounters with racism</i>
	9/24	Weblink: First encounters with racism	Read: Kite & Whitley Ch. 8	Group 3	Due by 11 :59 pm on Sunday, 9/27
6	9/29	Differences in World View Lecture: Worldview (posted by 5pm on 9/29)	Read: Mio et al. Ch. 3	Group 4	1) Listen to podcast episodes, hold podcast meeting, upload discussion notes 2
	10/1	Video: Culture, Insults, & Humor	Read: Adams et al. 5	Group 5	2) Week 6 Quiz (#6) 3) Reflection activity 5: <i>Culture, Insults, & Humor</i>
					Due by 11 :59 pm on Sunday, 10/4
7	10/6	Communication	Read: Mio et al. Ch. 4	Group 6	1) Week 7 Quiz (#7)

		Lecture: Communication (posted by 5 pm on 10/6)			2) Journal article discussion paper #2 Due by 11 :59 pm on Sunday, 10/11
	10/8	Watch: <i>What is Face?</i> and <i>High and Low Context Cultures</i>	Read: Lopez, Lezama, & Heredia, 2019	Group 1	
8	10/13	Immigrants, Refugees, and the Acculturation Process Lecture: Acculturation and Other Challenges of Immigration (posted by 5 pm on 10/13)	Read: Mio et al.: Chp. 5	Group 2	1) Week 8 Quiz (#8) 2) Journal article discussion paper #3 Due by 11 :59 pm on Sunday, 10/18
	10/15	Watch: <i>Between Two Cultures</i>	Read : Kunst et al. (2016)	Group 3	
9	10/20	Classism Lecture: Class, Discrimination, & Identity (posted by 5 pm on 10/20)	Read: Gorski et al. (2008)	Group 4	1) Listen to podcast episodes, hold podcast meeting, upload discussion notes 3
	10/22	Listen: <i>Being Broke and White</i>	Read: Adams et al. 22	Group 5	2) Reflection activity 6 : <i>Being Broke and White</i> Due by 11 :59 pm on Sunday, 10/25
10	10/27	Christian Privilege, Anti-Semitism, and Islamophobia Lecture: What is Christian Privilege and What Does it Have to Do with Imperialism (posted by 5 pm on 10/27)	Read: Adams et al. pp. 247 – 257 Also read: Adams et al. 48, 49, 51, 52, 54, 56, 59, 60, 61, or 62 (pick just one)	Group 6	1) Journal article discussion paper #4 2) Submit the Four Things assignment for the Adams et al. reading that you chose
	10/29	Watch: <i>Trevor Noah & British Colonization</i>	Read: Bashir & Tang (2018)	Group 1	Due by 11 :59 pm on Sunday, 11/1

11	11/3	ELECTION DAY - No Class Activities			
	11/5			Group 2	Genealogy Research Paper due by 11 :59 pm
12	11/10	Ableism Lecture: Ability, Identity, Oppression, and Wellness (posted by 5 pm on 11/10)	Read: Kite & Whitley, Ch. 12	Group 3	1) Listen to podcast episodes, hold podcast meeting, upload discussion notes 4
	11/12	Watch: <i>Not Your Inspiration</i>	Read: Adams et al. 98 & 115	Group 4	2) Week 12 Quiz (#9) 3) Reflection activity 7 : <i>Not Your Inspiration</i> Due by 11 :59 pm on Sunday, 11/15
13	11/17	Culture and Health Lecture: Can your Culture Make you Sick or Well? (posted by 5 pm on 11/17)	Read: Mio et al. Chp. 8	Group 5	1) Week 13 Quiz (#10) 2) Reflection activity 8: <i>Black Women... Endometrial Cancer</i>
	11/19	Watch: <i>What Black Women Need to Know About Endometrial Cancer</i>		Group 6	Due by 11 :59 pm on Sunday, 11/22
	11/24	THANKSGIVING BREAK - No Class Activities			
	11/26				
14	12/1	Culture and Mental Health Lecture: Wellness with and without Oppression (posted by 5 pm on 12/1)	Read: Mio et al. Ch.9		1) Week 14 Quiz (#11) 2) Reflection activity 9: <i>Mental Health for All</i> Due by 11 :59 pm on Sunday, 12/6
	12/3	Watch: <i>Mental Health for All</i>	Read: Kite & Whitley Ch. 10		
15	12/8	Building Multicultural Competence	Read: Mio et al. Ch.10		1) Week 15 Quiz (#12)

		Lecture: Onward (posted by 5 pm on 12/8)			2) Reflection activity 10: <i>Cultural Humility</i>
	12/10	Watch: <i>Cultural Humility</i>	Read: Kite & Whitley Ch. 13		<i>Due by 11 :59 pm on Sunday, 12/13</i>
FINAL		Podcast Reflection Paper – Due by 11:59 pm on 12/15/2020			

Learning about Others
Group Discussion Logs
Total Possible Points: 20 (each)

1. Each group will select a book or podcast series to be used as a tool for learning about the group they have mutually agreed to learn more about. Free podcasts are to be given priority over podcasts requiring payment. If a book is selected, each group member needs to individually confirm to the professor, in person, that they are comfortable purchasing, renting, or checking out from the library the selected book. In rare cases, a TV show may be approved, but students should also present podcast options to the instructor.
2. Students will meet with their discussion groups using Zoom or similar methodologies provided by SIUE, at a time outside of class that is mutually agreeable to all group members.
3. At each meeting, the group will decide how many chapters or podcast episodes they are responsible for before the next meeting (minimum of two).
4. During each meeting, each member of the group will discuss:
 - a. What stood out to them during the most recent episodes/chapters
 - b. What was new information
 - c. What was presented in the chapter/episode that was already familiar or already known
 - d. How the information relates to information covered in class so far
 - e. What you want to learn next and where you're looking for that information
5. After each member has presented this information, the other group members silently pause and reflect.
6. Each member then takes turns responding to information presented by one or both other group members, by name.
7. Another reflection pause is taken, and then final thoughts are shared around the group.
8. The group should determine the next number of chapters/episodes to review prior to the next meeting.
9. Throughout the meeting, each group member should monitor the group process via the log handed out at the beginning of class. Before the end of the week, each group member will upload their individually completed log.

Learning About Others – Final Paper

Total Possible Points: 100

1. At the end of the semester, students will *individually* write a 7 – 10 page paper (double spaced), discussing the following:
 - a. The identity that your group learned about, and why it was important for you, individually, to learn more about this group (mention briefly in first paragraph/page)
 - b. The podcast/book used as the primary source of information (mention briefly in first paragraph/page)
 - c. If relevant, any other sources, activities, or conversations that you took part in *this semester* that further enriched your learning
 - d. What you learned that was new to you (1 – 3 pages)
 - e. How what you learned related to class material (1 – 3 pages, with citations)
 - f. Reflection on your group members' reactions to the material, including any links to class material where relevant (1 – 2 pages, with citations as needed)
 - g. How you will use the information that you gained in your professional and/or personal future (approximately ½ page)
 - h. How you will go about learning about other identity groups in the future (approximately ½ page)
2. All assignments must be typed (double-spaced) and stapled. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions above. Be very careful not to plagiarize – see your syllabus for the department's policy on plagiarism.
3. Title pages are welcome but not required – be sure that your paper includes your name, a professional title, the date, and PSYC 407 – 001.
4. The writing policy will be used to screen papers prior to grading – see the relevant section of the syllabus for further information.
5. Late papers will only be accepted by prior arrangement. You will lose one letter grade for each day that it is late.
6. This paper uses the APA guidelines regarding margins, type font, double spacing, and citation (when applicable).

GUIDELINES FOR GENEALOGY RESEARCH PAPER

Who are you and where do you come from?

Total Possible Points: 90

For this assignment you will write a paper on the experiences and values of your family. The grade will be based on completion and documentation of the assignment.

1. You will compile a four-generation chart. Include a family tree (**see example below**)
 - 1st generation: You
 - 2nd generation: Your parents
 - 3rd generation: Your grandparents
 - 4th generation: Your great grandparents
 - Documentation for one person per generation.
 - Make sure to include maiden names
 - Include pictures, and photocopies (birth, death, marriage certificates) to document information.

2. Interview one of your parents/caregivers using the following questions:
 - a. What is your full name? Why did your parents select this name for you? Did you have a nickname?
 - b. When and where were you born? Born at home or in a hospital?
 - c. How did your family come to live in the area you call home? If immigration occurred, where from?
 - d. What is your family constellation (mother, father, siblings, etc.)?
 - e. Describe the personality of your family members
 - f. What was your religion growing up? What religious institution (if any) did you attend?
 - g. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
 - h. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favorite foods?
 - i. How were holidays (birthdays, religious holidays, etc.) celebrated in your family? Did your family have special traditions?
 - j. Who was the oldest relative you remember as a child? What do you remember about them?
 - k. What do you know about your family surname?
 - l. Is there a naming tradition in your family, such as always giving the firstborn son the name of his paternal grandfather?
 - m. Of all things you learned from your parents, which do you feel was the most valuable?

3. Reflect on your experience doing this project.
 - a. How do your family's values affect your values today?
 - b. How do you feel after doing this project?
 - c. Did you learn anything new? Explain.

4. Paper length is five to seven pages of double-spaced, typed pages of TEXT. Use 1" margins (l will measure), Times New Roman, Verdana, or Sources Sans Pro size 11 or 12 point font. **Title page and any reference pages do not count toward the minimum/maximum. To count as a page text must go to the bottom of the page.
5. All assignments must be typed (double-spaced) and stapled. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions above. Be very careful not to plagiarize- see your syllabus for the department's policy on plagiarism.
6. Title pages are welcome but not required – be sure that your paper includes your name, a professional title, the date, and PSYC 407 – 001.
7. The writing policy will be used to screen paper prior to grading – see the syllabus for further information.
8. Late papers will only be accepted by prior arrangement. You will lose one letter grade for each day that it is late.
9. This paper used the APA guidelines regarding margins, type font, double spacing, citations, and references.



