COUGARS

Syllabus for PSYC 407-D01 & D02
Multicultural Issues in Psychology
Online Asynchronous
Department of Psychology
Fall 2026

About the Instructor

Name: Dr. Rachel Bradley
Office Location: AH 0134
Phone: 618-650-3638
Email: rtennia@siue.edu
Office Hours: M & T 12:00 pm – 1:30 pm

About the Teaching Assistants

Name: Grace Guebert
Email: ggueber@siue.edu
Office Hours: TBD

Name: Madilynn Leitner
Email: mleitne@siue.edu
Office Hours: TBD

Welcome

Hi everyone! I am excited to be working with you this semester as we explore the concepts and theories related to the study of multicultural issues within psychology. This is quite an important topic, and I think that the college classroom is the best space to examine this topic safely and respectfully and how it relates to our everyday lived experiences. It is important to state that this is an **accelerated 8-week course**. You should expect to spend **the same amount of time as you would during a traditional 16-week course**. If you are not able to devote the same amount of time to this course as you would a full semester course, then you may want to reconsider taking an accelerated course.

Instructor Bio

Dr. Rachel Bradley is an Associate Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Bradley taught psychology for six years at the University of Arkansas at Little Rock. Dr. Bradley's research interests include exploring racial/ethnic and sexual identity and identification and examining colorism (a.k.a. skin tone bias), stereotyping, stigma, and prejudice. In addition to these interests, Dr. Bradley also studies topics related to the scholarship of teaching and learning. Dr. Bradley's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Dr. Bradley enjoys spending time with her husband, Jake, and dogs, ThudButt and Beckett.

Teaching Philosophy

I have spent considerable time developing and honing my skills as an educator. My philosophy of teaching is to cultivate curriculum that spur original thought to produce well-rounded students equipped to examine critically their social world. I come to each class with a thoughtful perspective and the goal to do my best to

provide the students who come into my classroom with knowledge and thought-provoking experiences. I want everyone who comes into my classroom to leave changed for the better.

How to Succeed in This Course

This course requires much reading, writing, and viewing the Blackboard content. Successful students will be those who do the following:

- **READ THE SYLLABUS THOROUGHLY!**
- **Read.** Read each chapter before class. Although you might not understand the material the first time, it will be helpful to have some exposure to it before we discuss it in class.
- **Attend**. Students that attend class do MUCH better than those that do not. Learning about topics in class helps reinforce the information.
- **Notes.** Take notes during class lectures. Just reading the text or passively listening to lectures is not as useful as active notetaking.
- **Ask.** Don't be afraid to ask questions if you don't understand something. If you do not understand the material, it's likely that someone else doesn't either. Take advantage of the services offered by the writing center and library reference librarians.
- **ABOVE ALL BE RESPONSIBLE!**

Communicating with the instructor

SIUE Email is my preferred method of contact. I have purposely disabled Blackboard messaging for this course. Please use my email address or call my office phone number (618-650-3638) to reach me about the course. I will respond to the email within 48 hours of receiving the message. I will be checking email between 9AM-4PM during weekdays. Please contact me only via SIUE email.

About the Course

Catalog description

Students will develop a critical framework for working at the concept of "culture" in contemporary America. Students will explore how culture impacts psychological services. Additionally, in this course, we will explore the ways that differences between people based on ethnicity, gender, sexual orientation, religion, politics, etc. impact how we think, feel, and behave towards others and ourselves. Topics include cultural worldviews, stereotypes, prejudice, discrimination, stigma, racism, and building multicultural competence.
If you are unwilling to consider ideas that challenge your beliefs, this is not the course for you.

Prerequisite knowledge and credit hours

PSYC 111 Three credit hours

Course goals and objectives

Upon completion of this course, students will be able to:

- Define multiculturalism and understand its place in the field of psychology.
- Consider issues surrounding research and assessment of diverse populations.
- Define stereotypes, prejudice, and discrimination and identify examples of each from history, media, and everyday life.
- Think critically and scientifically about diversity and other politically sensitive issues.
- Communicate about sensitive political and cultural issues with diverse others.

Course textbooks

- 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 (5th 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

Undergraduate and Graduate students can rent textbooks from SIUE. Please visit the Textbook Service website for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other course materials

Additional readings may be assigned.

Technology Privacy Information

We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

Technology requirements and capabilities

Technical requirements for students can be found in this ITS KnowledgeBase article. Additional resources for learning with technology can be found on the Online at SIUE site.

- Blackboard: https://bb.siue.edu
    - All announcements and communication will be done through Blackboard. In addition, Lecture slides and helpful tools (i.e., formulas, etc.) will be posted here.
- Microsoft Office: I highly recommend downloading and installing,
    - https://www.siue.edu/its/office365/install.shtml
    - Word, Excel, Teams

Technical Support

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of university systems, including Blackboard, at the ITS System Status page, or search the ITS KnowledgeBase for various how-to and troubleshooting guides.

Course requirements

Course activities/assessments

Assignments are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. This information can be found on the schedule presented in this syllabus. Specific instructions for each assignment can be found in Blackboard. It is your responsibility to make sure that all assignments are completed and turned in on time. I will not post or give verbal reminders. Work turned in after the scheduled date and time is considered late work.

Submitting work

Students will submit all work in Blackboard via specific submission links for coursework. Emailed assignments will not be accepted unless prior approval is obtained from the instructor.

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.**
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic**. Online dialogue is like conversation. If there is a particular dialogue going on, please add on to it, but if you have something new to say, start a new thread.

Course Policies and University Policies

Academic integrity/plagiarism

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.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code.

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. **The use of AI for written assignments and all formal assessments is prohibited.**

GenAI Use Policy For this course – Level 1: Organizational Use Only

This course follows GenAI Usage Expectation Level 1, as defined by Illinois State University.

What This Means for You:

You are expected to create your own, original work in this class. However, you may use Generative AI (GenAI) tools like ChatGPT, Gemini, or Copilot for personal efficiency. This includes:

- Summarizing lecture notes or assigned readings.
- Clarifying difficult concepts
- Organizing study materials
- However, you may not use GenAI to generate or draft work that you submit for a grade. All submitted work must be fully your own and created without GenAI assistance unless otherwise specified by the instructor.

If you're ever unsure about what's allowed, please ask Dr. Bradley before using a GenAI tool for any assignment-related purpose.

Why This Matters:

This policy ensures that your learning and development remain authentic, while still allowing you to benefit from technology as a support tool. Being transparent about GenAI use helps uphold academic integrity and supports fair learning experiences for all students. (*Sample Attribution statement: This syllabus policy was created in collaboration with ChatGPT (OpenAI). The AI was used to draft and refine the wording, and all instructional decisions and final edits were made by the course instructor.)*

Seven Levels of GenAI Use in This Course by Illinois State University

Level	Description	What It Means
0	**No AI Use**	All work must be completely original—no GenAI use at all.
1	**Personal Use Only**	You can use GenAI to organize notes or clarify content, but not to help with assignments.
2	**Brainstorming Help**	You can use GenAI to get ideas, but the final work must be your own.
3	**Feedback Tool**	You write your work first, then use GenAI for suggestions. Final revisions must be done by you.
4	**Co-Creation**	You can work with GenAI to create drafts, but you must revise and clearly say what GenAI helped with.
5	**Full Use with Attribution**	You may use GenAI freely, as long as you say where and how it helped.
6	**Full Use without Attribution**	You may use GenAI in any way, with no need to cite it—but think carefully about ethical and legal risks.

Turnitin

This course may utilize the Turnitin plagiarism detection software. If this is used, then a Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin. Visit the Turnitin Services Privacy Policy for additional information on their privacy policy.

Grading

Assignment Breakdown	Points Assigned	Weighted %	Weighted Pts
Syllabus and Course Readiness Quiz, each worth 10 pts	20	5%	1
Plagiarism Training	30	6%	1.8
Twelve Top 5s, each worth 10 points	120	10%	12
Twelve Discussion Boards, each worth 10 points	120	12%	14.4
Seven Weekly Reflective Journals, each worth 20 points	140	12%	16.8
Three Article Discussions, each worth 20 points	60	15%	9
Two-Unit Essays, each worth 100 points	200	20%	40
Final Project	300	20%	60
Total	**990 Points Assigned**	**100%**	**155 Points Available**

Grading scale

Letter Grade	Weighted Points Range	Percentage Range
A	155 – 139.5	100% - 90%
B	137.95 – 124	89% -80%
C	122.45 – 108.5	79% - 70%
D	106.95 – 93	69% - 60%
F	91.45 or below	59% or below

A traditional grading scale will be followed. I do not "round up" for final grades. Do not ask about this. **Your final project will make up 20% of your final grade**. All other assignments will make up the **remaining 80% of your final grade**. If you have an issue with your grade on an assignment, you must notify me by email to set up an appointment to discuss the grade within a week after your grade is posted in Blackboard. I will not consider grade disputes raised after this time.

Grading rubric[s]

Grading rubrics will be provided in Blackboard for assignments that the instructor utilizes one for grading purposes.

Feedback and grading timeline

Weekly assignment grades with rubric feedback will be posted within one week of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades tab. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric, if any.

Late or Missed Assignments

Late assignments will be penalized 10% for each day past the due date. After 2 days (this includes all days within the week, Monday - Sunday), the assignment will not be accepted for credit. All assignments are subject to the late assignment policy. Formal assessments cannot be submitted after the due date. Assignments will not be accepted as email attachments unless approved by the instructor.

Important Information about Assessments: Make-up assessments will not be given for any reason. Please contact Dr. Bradley via email if you experience a life event that will impact your ability to submit assessments on time. This is because only two of the three-unit essays will be counted toward your final grade. Your lowest grade or one missed unit essay grade will be dropped from your final grade.

Rewrites

Rewrites will not be permitted in this course.

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that one adhere to the deadlines given as you complete assignments, discussions, and other course activities.

Course Questions

It is natural for everyone to have questions, and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. To facilitate personal responsibility, I ask that you follow the ***"rule of 3 then me"*** before asking a question. If your question is about the course requirements or some aspect of the course check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Religious Accommodations
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Military Service and Attendance
- Student Success Coaches
- Timely Care

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Week	Content	Readings	Assignments (AI Level)	Due Dates All due at 11:59 pm CST
Week 1 10/19-25	**Module 1:** What is Multicultural Psychology **Module 2:** Multicultural Issues in Research	**Mio** Chapters 1 & 2	• Syllabus Quiz **(0)** • Course Readiness Quiz**(0)** • Plagiarism Training**(0)** • Introduction Discussion Post**(0)** • Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)**	All assignments this week due on **Sunday, October 25, 2026**
Week 2 10/26-11/1	**Module 1:** Cultural Diffs in Worldview **Module 2:** Cultural Identity Development	**Mio** Chapters 3 & 7	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)**	All assignments this week due on **Sunday, November 1, 2026**
Week 3 11/2-8	**Module 1:** Introducing Stereotypes, Prejudice and Discrimination	**Kite** Chapter 1	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)** • Article Discussion 1 **(0)** • Unit Essay 1 **(0)**	All assignments this week due on **Sunday, November 8, 2026**
Week 4 11/9-15	**Module 1:** Forms of Prejudice	**Kite** Chapter 5	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)**	All assignments this week due on **Sunday, November 15, 2026**
Week 5 11/16-22	**Module 1:** From Prejudice to Discrimination **Module 2:** Experience of Discrimination	**Kite** Chapters 9 & 10	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)**	All assignments this week due on **Sunday, November 22, 2026**
11/23-29	**Thanksgiving Break** **No Course Work!**	**No Reading Assigned**	**NONE**	**NONE**
Week 6 11/30-12/6	**Module 1:** Culture & Health **Module 2:** Culture & Mental Health	**Mio** Chapters 8 & 9	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)** • Article Discussion 2 **(0)** Unit Essay 2 **(0)**	All assignments this week due on **Sunday, December 6, 2026**
Week 7 12/7-13	**Module 1:** Multicultural Competence **Module 2:** Reducing Prejudice	**Mio** Chapter 10 & **Kite** Chapter 13	• Chapter Top 5s **(1)** • Chapter Discussion Boards **(1)** • Weekly Reflective Journal **(3)**	All assignments this week due on **Sunday, December 13, 2026**
Week 8 12/14-18	**Final Project Workshop Week**	No Reading Assigned	• Article Discussion 3 **(0)** • Unit Essay 3 **(0)** • Final Project **(2)**	All assignments this week due on **Friday, December 18, 2026**

Revised: 10/18/26