

About the Instructor

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About the Teaching Assistant

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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 in psychology and how these topics have influenced the field of psychology. I think that the college classroom is the best space to safely and respectfully examine these topics and how each relates to our everyday lived experiences.

Bio

Dr. Rachel Tennial is an Assistant Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Tennial taught psychology for six years at University of Arkansas at Little Rock. Rachel's research interests include exploring racial/ethnic and sexual identity and identification and examining stereotyping, stigma, and prejudice. In addition to these interests, Rachel also studies topics related to the scholarship of teaching and learning. Rachel's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Rachel enjoys spending time with her dog, Wally and reading supernatural and YA fiction.

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!**
- ✓ Devote enough time to reading and writing for the class. It will be a lot of work!
- ✓ Check Blackboard frequently for announcements and assignments.
- ✓ Complete all assigned reading and writing assignments.
- ✓ Prepare course materials in advance for studying for the unit essays.
- ✓ Complete and return all assignments by the deadline – late assignments will be penalized (see late assignment policy).
- ✓ Engage in class activities and discussions.
- ✓ Write full sentences with few if any spelling or grammatical errors in writing assignments.
- ✓ Follow all instructions carefully.
- ✓ 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 the Psychology department to reach me about the course. I will respond to email within 48 hours of receiving the message. I will be checking email between 9AM-5PM during weekdays. Please contact me only via SIUE email.

Course description

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 (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

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.

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 on 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.

Graduate Credit

Students who are taking this course for graduate credit need to notify the instructor. Additional work to fulfill the graduate credit for the course will be developed and assigned by the instructor. These students will be contacted individually about fulfilling this requirement. This work will be graded as Credit or No Credit.

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 discussions

Discussion boards will not be used in this course as a means for student discourse. All discussions will take place during online synchronous class meetings delivered via Zoom meetings at the scheduled time for course meetings.

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 in order 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 to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Have access to a device with webcam capabilities or phone access to attend zoom meetings
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Academic integrity/plagiarism

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](#).

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

Grading

Assignment Breakdown	Points Assigned	Weighted %	Weighted Pts
Attendance Points (for the entire semester)	100	10%	10
Syllabus and Course Readiness Quiz, each worth 10 pts	20	5%	1
Plagiarism Training	30	6%	1.8
Ten Top 5s, each worth 10 points	100	12%	12
Ten Weekly Reflective Journals, each worth 10 points	100	12%	12
Three In-Class Article Discussions, each worth 20 points	60	15%	9
Two Unit Essays, each worth 100 points	200	20%	40
Self-Identity Analysis Project and Journal	300	20%	60
Total	910 Points Assigned	100%	145.8 Points Available

Grading scale

Letter Grade	Weighted Points Range	Percentage Range
A	145.8 – 131.22	100% - 90%
B	131.21 – 116.64	89% -80%
C	116.63 – 102.06	79% - 70%
D	102.05 – 87.48	69% - 60%
F	87.47 or below	59% or below

A traditional grading scale will be followed. I do not “round up” for mid-term or final grades. Do not ask about this. Your self-identity analysis paper and journal 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.

This course will have three-unit essays as the primary form of assessing content knowledge acquisition in lieu of traditional exams. These essays will be directed with specific prompts and will be no more than two pages single-spaced. Two of the three essays will be included in the final grade. Each essay will be due online in Blackboard on the date scheduled in the syllabus. It is your responsibility to make sure that your essay is completed and turned in on time. I will not post or give verbal reminders. Late essays will not be accepted for any reason or circumstance.

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 Journal and Top 5 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 link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see 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. Of the three essays given throughout the course, the lowest essay grade will be dropped automatically. Therefore, if there is a life circumstance that should prevent you from performing optimally on an assessment, there is no need to worry.

Rewrites

Rewrites will not be permitted in this course.

Participation

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online 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 you adhere to the deadlines given below as you complete assignments and other course activities. Timely participation in online class discussions is very important.

Attendance/excused absence policy

Attendance will be taken every class period that we meet. Each student will begin the semester with 100 points for attendance. Deductions will occur for unexcused absences. Holidays and scheduled class cancellations will not be included in the count of missing days. Missing 10%= 90pts, 20%= 80pts, 30%= 70pts, 40%= 60pts, 50%= 50pts, >50%= 0pts.

Students are STRONGLY encouraged to attend all class meetings. There will be in-class activities and assignments for which you may receive points. If you are not present the day of these activities/assignments you will not receive points and you cannot make these up. If you miss class, it is your responsibility to obtain notes and/or handouts from your classmates. An "Excused" absence will be recorded for any student who notifies the instructor (by phone or email) prior to the class meeting time that they will not be able to attend class. A note may be required if absences become frequent or upon the instructor's request. Also, students who arrive to synchronous class meetings 15 minutes or more late will be counted as an unexcused absence.

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. In order 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.

Where to send questions: If you have a question about the course, you can send me an email within UALR email. If you want to ask a question of the entire class post it on the "Ask Questions" discussion area. This is a general discussion area and you can post general questions here. Sometimes your classmates may know the answers to questions and I will check this area as well. Please send any questions of a personal nature directly to me or call the psychology department to reach me regarding urgent or emergency matters.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located 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](tel: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.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to

co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Technical Support

Since 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.

Contact ITS at [618-650-5500](tel: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 Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

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.siue.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.siu.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.

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/Reading	Assignments	Due Dates
Week 1 1-19- 24	Introduction & Class Overview	Syllabus Quiz, Course Readiness Quiz, Plagiarism	1/24/2021 @ 11:59pm
Week 2 1/25- 31	Mio Ch 1: What is Multicultural Psychology	Top 5 Assignment & Reflective Journal	See Blackboard
Week 3 2/1- 7	Mio Ch 2: Multicultural Issues in Research	Top 5 Assignment & Reflective Journal	See Blackboard
Week 4 2/8- 14	Mio Ch 3: Cultural Diffs in Worldview	Top 5 Assignment & Reflective Journal	See Blackboard
Week 5 2/15- 21	Mio Ch 7: Cultural Identity Development	Top 5 Assignment & Reflective Journal	See Blackboard
Week 6 2/22- 28	Article Discussion #1	Discussion Recording <i>Unit Essay 1</i>	See Blackboard
Week 7 3/1- 7	Kite Ch 1: Introducing Stereotypes, Prejudice and Discrimination	Top 5 Assignment & Reflective Journal	See Blackboard
Week 8 3/8- 14	Kite Ch 5: Forms of Prejudice	Top 5 Assignment & Reflective Journal	See Blackboard
Week 9 3/15- 21	Kite Ch 9: From Prejudice to Discrimination	Top 5 Assignment & Reflective Journal	See Blackboard
Week 10 3/22- 28	Kite Ch 10: Experience of Discrimination	Top 5 Assignment & Reflective Journal	See Blackboard
Week 11 3/29- 4/4	Article Discussion #2	Discussion Recording <i>Unit Essay 2</i>	See Blackboard
Week 12 4/5- 11	Mio Ch 8 & 9: Culture and Health	Top 5 Assignment & Reflective Journal	See Blackboard
Week 13 4/12- 18	Mio Ch 10: Multicultural Competence Kite Ch 13: Reducing Prejudice	Top 5 Assignment & Reflective Journal	See Blackboard
Week 14 4/19- 25	Article Discussion #3	Discussion Recording <i>Unit Essay 3</i>	See Blackboard
Week 15 4/26- 5/2	Workshop Week: Self-Identity Analysis Project	No Assignments	NONE
Week 16 5/3- 7	Finals Week-No Class Meetings	Self-Identity Project	5/4/2021 @ 11:59pm